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ABSTRACT

This part of the Third Monitoring Report on the progress of desegregation in the Boston Public Schools covers activities for the period from December 1983 through May 1984. First, the Boston School Superintendent's response is presented to challenges made after previous reports showed little progress in staffing, facilities, bilingual education, vocational and occupational programs, and school safety and security. Statistics and other documentation of progress are given for each area. Next, the findings of 7 of the 12 court-ordered monitoring areas are presented in full. The areas of concern addressed include student assignments, staff, special desegregation measures, special education, bilingual education, vocational and occupational education, and transportation. Each report presents objectives and questions, methods, findings, commendations, and recommendations, as well as documentation (letters, statistics, and memoranda in support of specific findings). (KH)

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JUL 13 1984

COMMONWEALTH OF MASSACHUSETTS
BOARD OF EDUCATION

REPORT NO. 3

TO THE UNITED STATES DISTRICT COURT, DISTRICT OF MASSACHUSETTS

ON

BOSTON SCHOOL DESEGREGATION

VOLUME IIA

JULY 15, 1984

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Report Coordinated by—
Franklin Banks, *Special Assistant to the Commissioner on Boston Desegregation*

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Introduction

This is the third report to the Federal District Court on the progress of desegregation in the Boston Public Schools, as mandated by Memorandum and Orders of Disengagement, December 23, 1982.

Volume I is a summary of the major findings, recommendations, disputes and modifications, while Volume II contains the full reports and supportive documentation.

Each of the twelve monitoring reports in Volume II contains the following major divisions:

I. Monitoring Report
   A. Objectives and Questions
   B. Method
   C. Findings
   D. Commendations
   E. Recommendations

II. Support Documentation (letters, statistics, memoranda in support of specific findings)

The following department personnel were responsible for the reports submitted:

		Key Monitors	Monitors
1.	Assignments	Charles Glenn	Judith Taylor
2.	Staff	James Case	Nan Stein
3.	Special Desegregation Measures	Charles Glenn	Regina Lieb
			Judith Taylor
		(Exam School	Maureen Wark
		Only)	Nan Stein
		" "	Dan French
		" "	Paula Willis
		" "	Therese Alston
		" "	Roselyn Frank
		" "	Franklin Banks
4.	Special Education	Roger Brown	Judith Riegelhaupt Pamela Kaufmann Marie Lindahl

		Key Monitor	Monitors
5.	Bilingual Education	James Case	Ernest Mazzone Gilman Hebert Rudolfo Rodriquez
6.	Occupational Education	David Cronin	Elaine Cadigan Naisuon [illegible]u Mamie Jones Therese Alston
7.	Transportation	Charles Glenn	Judith Taylor Regina Lieb
8.	Facilities	David Jones	John Calabro Samuel Pike
9.	Safety & Security	Frank Banks	
10.	Student Discipline	James Case	George Perry Dan French
11.	Institutional Pairing	James Case	
12.	Parent and Student Organizations	James Case (Parents) (Students)	 Doreen Wilkinson Marion Gillom Dan French

Special thanks to Marlene Godfrey, the Director of the Greater Boston Regional Center, for coordinating several components of this report.

THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

BOSTON PUBLIC SCHOOLS
OFFICE OF THE SUPERINTENDENT
ROBERT R. SPILLANE

May 31, 1984

Dr. John Lawson
Commissioner of Education
Massachusetts Department of Education
1385 Hancock Street
Quincy, MA 02169

Dear Commissioner Lawson:

In a May 7, 1984 letter to me Associate Commissioner James Case addressed some concerns of the State Department relative to the School Department's response to the Board of Education's monitoring report (Report No. 2 February, 1984, Volume I) and Boston's FY85 Chapter 636 proposals. In the letter Dr. Case indicated that, while the State Department was informed of major initiatives in addressing the staffing and facilities aspects of the monitoring report, there remained four additional major areas of concern from the monitoring report in which no equivalent progress (or no progress at all) appeared to have been made. Dr. Case in the May 7 letter also mentioned the importance of having the 636 proposals address the findings of the monitoring report.

The purpose of this letter is two-fold:

1. To provide you and your staff with information relative to progress being made in the four areas of concern in the monitoring report, and
2. To resolve possible misunderstandings relative to approval of the 636 projects.

I hope that this letter will serve as a good faith effort on our part to maintain meaningful dialogue about all of the areas within the monitoring report and to attempt to expedite the resolution of the current 636 concerns. An update of our progress in the four areas of concern follows:

26 COURT STREET, BOSTON, MASSACHUSETTS 02108 • 726-6200 AREA 617

1. Impediments to program access for limited English sufficient students will be limited throughout the system. Similarly a higher level of support both prior to entrance and after enrollment in the schools must be provided to minority students (p.6, item #1 in monitoring report). Attachment No. 1 includes two separate reports that respond to this item. The first report is an update by Raffael Degruttola, Senior Advisor for Citywide Bilingual Programs, regarding policy directives which will be implemented to address the issue of impediments to program access of bilingual students into mainstream classes. The second report is from Headmasters Michael Contompasis and Robert Binswanger relative to plans to address concerns about minority retention. Please note that I have already sent this latter report to you under separate cover.

2. Racial/ethnic guidelines have yet to be met in several schools as well as most citywide vocational education programs. In many instances enrollments should be improved through vigorous recruitment and program development efforts (p.6, item #3 in monitoring report). Attachment No. 2 provides a comprehensive and thoughtful response to this item from John Coakley. We are concerned that the February monitoring report applies the Court's orders regarding student assignments in a technical fashion at variance with the way in which the Court itself has applied them in recent years. I believe this is an issue in which we all have the same positive goals and objectives but one in which we need to seriously discuss the facts and the substantive implications of the assignment and enrollment procedures.

3. The Unified Plan for Vocational and Occupational Education should be subject to extensive review. Where appropriate, modifications should be proposed in order to strengthen equal opportunity in vocational training for all students (p.7, item #4 in monitoring report). Attachment No. 3 gives a review of current efforts and future plans in this area. I would hope that we could come to agreement as to the direction and steps needed in this important area. If necessary I would be glad to convene a meeting with Dr. Cronin, James Caradonio and other staff from the School Department and the State Department so that we can come to solid agreement of just what needs to be done.

4. Safety and Security continues to be a major concern for students, parents and school staff. A comprehensive program to improve safety and security throughout the system must be implemented (p.7, item #6 in monitoring report). Attachment 4 is an April 13 letter from Deputy Superintendent Robert S. Peterkin to Marlene Godfrey in which he responds to the student discipline findings and recommendations of Volumes I and II of the Department of Education report. Dr. Peterkin's report should serve as a solid starting point regarding our response to this aspect of the monitoring report. We can certainly provide any other reports on any other items related to a comprehensive safety and security program.

I would hope that you and your staff will review the responses relative to the four items mentioned above and that both of us could have appropriate staff convene serious and productive discussions aimed at further progress in these areas.

Chapter 636 Proposals

This section addresses the State Department concerns related to 636 proposals. The meeting held with Dr. Case in December was certainly most instructive and beneficial to us; however, I believe that there may be different perspectives as to the major thrust of that meeting. It was my impression that Dr. Case was communicating that the Board was interested in having the School Department utilize some of the 636 monies to address the target areas which state staff had identified at that time based on their review of the draft monitoring report. The final report, I might note, was not published until February, 1984, well into our proposal development process. The May 7, 1984 letter from Dr. Case and a later letter from Dr. Doreen Wilkinson indicated that the Board's intent was to approve only those proposals which addressed the findings of the monitoring report. This is certainly different than what we understood in December, and poses extreme difficulties coming, as it does, less than two months before the end of the school year.

Initially, I would like to assure you that we have treated the findings of the monitoring report with the utmost seriousness, even when we take issue with them, and we are certainly making efforts to address the findings of the monitoring report systemically as pointed out above and within the districts and within schools as pointed out in the summary beginning on page 5. At the same time I would like to reemphasize that we are in the third year of a three year proposal, and a dramatic shift in gears relative to the roles and expectations at this state of the process represents real difficulties.

We believe that the responses of the state's Chapter 636 proposal reviewers largely reflect (1) a misconception that the School Department would address the monitor's findings (or target areas as they were initially defined for our Chapter 636 guidelines by Department of Education staff) solely through Chapter 636, (2) a lack of awareness of initiatives which we have taken independently of Chapter 636, and (3) a misreading of the proposals themselves. The School Department has not limited its response to the monitoring report to Chapter 636 funding. Several system-wide steps have been or will be taken above and beyond those funded by Chapter 636, and I have pointed to these in my earlier comments.

Our own re-review of our Chapter 636 proposals shows that the districts have indeed addressed the monitoring report through their applications. I believe that Community Superintendents have made a serious commitment to addressing the target areas. There is always room for programmatic improvement, however, and my staff certainly would be willing to meet with your staff to explore promising strategies for achieving ever greater results.

Key features of district proposals which do indeed respond to the monitoring report are highlighted below. Before getting to these, however, I would like to pass on to you some general concerns with the Department's review of FY85 proposals based on a report to me from Martin Hunt, Boston's Director of External Grants. I do this in the hope that these perceptions will not be allowed to obscure our common and larger goals and that the processing of our Chapter 636 proposals will not be further and unnecessarily delayed. Dr. Hunt has reported to me that:

1. The feed back from the Bureau of School Programs hasn't always been consistent from one district to another.
2. The feedback from our vantage point often seemed to be at variance with the proposal's content.
3. The feedback unexpectedly contained new policies. For example, the state's review team has suggested that individualized instructional programs, which have been utilized under Chapter 636 since 1974 and which certainly are in keeping with the Board of Education's priority to reduce disparity in academic achievement, are now ineligible for Chapter 636 support. We would hope that this position can be modified. Additionally, state staff has decided that the racial composition of collaborating institutions should be such as to result in project staff collectively reflecting the racial composition of the student population, a quote which exceeds the affirmative action requirements of the outstanding Federal Court Order. The imposition of this requirement, however laudatory its goal, may well result in the termination of many collaborative projects as very few institutions are in a position to conform to it. Every institution collaborating with us under Chapter 636 documents that it is an equal opportunity employer and in the aggregate approximately 30% of 636 project staff is minority. We believe for the state to impose additional requirements would be counterproductive and would serve only to reduce the number of collaborative projects.

4. State staff has not always been able to interpret or explain specific comments in the feedback.

5. Feedback delays remain a serious source of concern to us as they have left School Department personnel with inadequate time to prepare responses and may jeopardize our chances of getting proposals on the Board's agenda in June. We still have not received any substantive programmatic feedback on our central proposal for the Institute for Professional Development and proposals submitted by Districts 1, 3 and 5.

I hope that you will agree with me that, given the School Department's commitment as documented herein to addressing the target areas which flow from the monitoring report, the Chapter 636 proposals prepared by the School Department should, with minor clarification and adjustment as may be required, be approved by the Board of Education in June for the third and final year of the three year projects. We certainly will welcome thereafter the assistance of Department of Education staff in preparing proposals for FY86 which will expand and strengthen those initiatives which will be undertaken in FY85 to address the monitoring report.

Target areas within district proposals which stem from or are in keeping with the monitoring findings are highlighted below. Documentation for these as provided by Community Superintendents is available. These programmatic needs identified in the monitoring report.

District	Target Areas Addressed
I	. Student Leadership/School Climate Improvement Programs at Brighton High School and Taft, Edison and Tobin Middle Schools . Support for Minority Students Preparing for Exam Schools . Infused Career Education . Bilingual Parent Training and Involvement . Dissemination of Information on Chapter 636 Projects

District	Target Areas Addressed
II	. Student Recruitment Programs for Jamaica Plain High School, Lewis Middle School and Higginson Elementary School
	. Career Education Programs
	. Parent Outreach and Support
	. Programs Designed to Increase Attractiveness and Climate of Jamaica Plain High School
	. Support for Bilingual Parent Council
	. Parent Handbooks in English and Spanish for Reading Assistance
	. Dissemination of Information on Chapter 636 Projects
III	. Recruitment Activities
	. Support Programs for Lewenberg and R.Shaw Middle Schools
	. Career Education Programs
	. Parent Training and Support
	. Dissemination of Chapter 636 Project Information
IV	. Student Leadership Programs at Hyde Park High and Rogers and Thompson Middle Schools
	. Recruitment Projects at Conley and F.D.Roosevelt Schools
	. Talented and Gifted Program to Strengthen Programmatic Attractiveness of Conley and F.D.Roosevelt Schools
	. Career Education at Middle and High Schools
	. Parent Training, Participation and Support
	. Project Information Sharing and Coordination

District	Target Areas Addressed
V	. Program Improvement Projects at Burke and Dorchester High Schools
	. Health Career Program at Dorchester High School to Promote HORC Recruitment
	. Recruitment Projects and Related Program Development
	. Support for Middle School Students Planning to Enter High Schools
	. Middle and High School Career Education Programs
	. Parent Training and Support Programs
	. Dissemination
VI	. Projects Designed to Strengthen Program Attractiveness and Climate of South Boston High School McCormack Middle School Dearborn Middle School Gavin Middle School Nine Elementary Schools
	. Recruitment and Student Outreach at Dearborn, Gavin and McCormack Middle Schools and District-Wide
	. Career Education Programs at South Boston High and Dearborn, Gavin and McCormack Middle Schools
	. Student Leadership Project at South Boston High School
VII	. Programs Designed to Improve School Climate at Charlestown High School
	. Recruitment of Students to HORC Vocational Education Programs
	. Projects Designed to Increase Attractiveness of Eliot, Warren-Prescott and Michelangelo Schools
	. Parent Outreach Projects
	. Inclusion of Bilingual Students and Counselors in HORC Recruitment Program and Career Awareness Related Activities
	. Career Awareness Activities in Charlestown High and Middle Schools
	. Dissemination of Information on Chapter 636 Projects

District	Target Areas Addressed
IX	. Student Leadership at English and Madison Park High Schools . Recruitment Project for Curtis Guild . Support for Middle School Students Planning to Enter Exam Schools . Dissemination of Information on Chapter 636 Projects

At the central level, the School Department will use Chapter 636 funds to provide system-wide support to middle school career education programs. Chapter 636 money will also be used to assist a public information campaign on behalf of the HORC. We concurred with the recommendation of the monitors that additional assistance was needed for bilingual students at the HORC. We intend to provide this assistance through bilingual paraprofessionals to be funded by a vocational education grant under P.L. 94-482.

Also at the central level, the Bureau of School Programs questioned the propriety of the Chapter 636 project proposed by our Institute for Professional Development and recommended that this project's allocation be redirected to funding a systemwide recruitment team. I believe the IPD's project to be of utmost importance to the school system. It is basic to the School Department's program development efforts at the central and local levels. I might add that your item #3 in the monitoring report acknowledges that program development is the hand-maiden of student recruitment. Mr. Coakley has submitted a Student Recruitment Proposal to me and I support it although I am not convinced that it need be as large in scope as submitted. I say this in light of the target areas addressed in many of the local proposals and referenced above. Furthermore, both Mr. Coakley and I understood from your staff that the Student Recruitment Project need not be in competition with other Chapter 636 proposals of the School Department, but rather might be funded by the use of unexpended funds statewide. We are prepared to assign an ever higher priority to student recruitment, in the External Liaison Unit of the Department of Implementation. Additionally, if the Department of Implementation can supplement its recruitment effort with some Chapter 636 funding I believe that it can provide direction and lend support to local outreach activities. I request that you encourage Dr. Case, Dr. Banks and Dr. Glenn to explore with Mr. Coakley the possibility of such supplementary funding for student recruitment. Moreover, I trust that you will agree with me that the curriculum and professional development activities, whether locally or externally funded, form the essential bases for successful student outreach.

In our recent meeting, you expressed to me your opinion that we should be moving at this time from curriculum development to curriculum implementation and that, accordingly, we should place an emphasis on inservice work and staff training. This, of course, is what the Institute for Professional Development's proposal intends to do. IPD's proposal seeks to continue, refine and expand staff training activities funded by Chapter 636 the past two years under our School Based Management Project, partially in collaboration with Harvard University. In addition IPD intends to focus on implementation of curriculum objectives through mini-grants for teacher developed ideas and on information sharing via video tapes and printed materials. I see this project as a high priority and as one consistent with your own position. I hope that this perception will be conveyed to Department of Education staff.

Through misunderstandings and as a result of communication gaps our Chapter 636 proposals have found themselves caught in the middle and the timeliness of their approval thus made uncertain. Unless our proposals are approved by the Board of Education in June, planned summer programs will have to be cancelled and some positions may have to be terminated. Further, the implementation of many projects may have to be delayed.

I have attempted to document in this report the seriousness with which the monitoring report has been taken and the extent of the commitment which we have made to addressing its findings with and without Chapter 636 funding. I urge that, in recognition of this commitment, you urge your staff to take whatever steps are necessary to facilitate the placement of our Chapter 636 Proposals on the Board of Education's agenda in June. Anything less will be seriously disruptive to our plans and demoralizing to teachers, administrators and parents across the school system. In the light of recent discussion between state staff and this office, I am confident that with our joint encouragements, our staffs can resolve all outstanding matters expeditiously.

Sincerely,

Robert R. Spillane
Superintendent of Schools

RRS:ls
Attachments
cc: James Case
Franklin Banks
Doreen Wilkinson

ATTACHMENT I

THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

BOSTON PUBLIC SCHOOLS
CITYWIDE BILINGUAL PROGRAMS
COUNCIL OF BILINGUAL ASSISTANT HEADMAST

MEMORANDUM

TO: Oliver W. Lancaster, Deputy Superintendent
Office of Curriculum and Instruction

FROM: Raffael DeGruttola, Senior Advisor R. DeGruttola
Citywide Bilingual Programs

DATE: May 23, 1984

RE: STATE REPORT - IMPEDIMENTS TO PROGRAM
ACCESS FOR BILINGUAL STUDENTS

The following policy directives will be implemented to address the issue of impediments to program access of bilingual students into mainstream classes:

1. Updating STEP information and monitoring the pace at which students move from one STEP to another through the partial to full mainstreaming process will aid in determining when students will be ready for mainstreaming.
2. Partial and full mainstreaming will be adddressed by training staff in the schools in the areas of parallel scheduling and sister clustering models.
3. ESL curriculum objectives and activities K-12 will be piloted to ensure that the transition nature of the program is implemented based on ESL achievement.
4. A lower student/teacher ratio for standard curriculum classes will be in effect for the 1984-85 school year. This will allow more spaces to be available in the standard curriculum classrooms for mainstreaming bilingual students.

/k

THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

BOSTON PUBLIC SCHOOLS
OFFICE OF THE SUPERINTENDENT
ROBERT R. SPILLANE

May 29, 1984

Commissioner John H. Lawson
Massachusetts Department of Education
1385 Hancock Street
Quincy, Massachusetts 02169

Dear Commissioner Lawson.

The purpose of this correspondence is to outline some of the steps that are being taken and are being planned for action relative to the retention of minority students at the Latin Schools, an issue which is of priority concern to each of us. Headmasters Michael Contompasis and Robert Binswanger have detailed the current programs and some initiatives planned to begin in 1984-1985. I have attached the plans submitted by each headmaster.

Boston Latin School plans to continue the current programs, some of which have proven very successful and others which have proven moderately successful. Among the current programs that would be continued or strengthened are the reading and study skills program, the summer enrichment program, the Two-Way Tutoring Program, the Roxbury Multi-Service Support Collaborative, the Shady Hill Educational Enrichment Collaborative, and the Boston University-Boston Latin Pilot Educational Program.

Mr. Contompasis and staff have also identified two new critical needs in the area of student support. They are reorganization of the guidance department and an after-school tutorial program. We will work with Mr. Contompasis to address any organizational changes possible leading to more effective utilization of the Guidance Department. In addition, we will work with Mr. Contompasis to identify sources of funding for the after-school tutorial program which he indicates is necessary in order to properly service the need for academic remedial and study skills in the 7th and 9th grades.

Headmaster Robert Binswanger has outlined a well-conceived long-range action plan for Latin Academy to address the problems of minority retention. Dr. Binswanger and staff have taken major steps this year to begin this effort. He has taken action leading to the hiring of minority administrative and teaching staff. He has made a major effort in involving parents in the life of the school and putting in place mechanisms for more effective home contact between teachers and parents. In addition, he has taken a tutorial program which was already quite strong and built it an even stronger program.

Dr. Binswanger has also outlined a number of new or strenthened initiatives needed to help Latin Academy in these areas. He and staff have designed a more streamlined and focused summer orientation program; a strengthened support services thrust, including an additional guidance counselor for the first two grades; the development of an academic advisor concept; a change in course content for 7th grade students; and new scheduling options for students experiencing some problems in Latin and math.

I am confident that the plans submitted by Headmasters Contompasis and Binswanger are a good starting point for discussion between key members of our staffs.

Please advise me as to what you see as the next steps in this process.

Sincerely,

Robert R. Spillane
Superintendent of Schools

mc

Attachments

BOSTON LATIN ACADEMY

PLANS FOR RETENTION OF MINORITY STUDENTS

20

THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

BOSTON PUBLIC SCHOOLS
BOSTON LATIN ACADEMY

ROBERT B. BINSWANGER
Head Master
DORIS D. JONES
JAMES J. [illegible]
Assistant Headmasters

Latin Academy is a City of Boston public high school that offers a classical education. Latin is the spine of our six year curricular frame. We serve approximately 1338 students. Our program does not mirror any other; we are proud of our record of achievement, justifiably so, since our purpose is college preparation.

Our philosophy is quite simple:any youngster capable of passing the entrance requirements as stated and regulated by the School Department of Implementation and indicating a desire to attend the Academy is assumed to have the capability of completing our course of study. We do not subscribe to a theory that planned attrition is a sign of academic rigor. Nor do we believe there is any reason for pride if we say we begin with a class of 300 and by senior year only 100 remain. We welcome our students as ones who want to graduate, attend college and enter the world of work and publuc service.

There is no question that some students find our work requisites harder than they expected. Others discover they are unwilling to make the sacrifices in terms of study time necessary to complete the classwork. Still others, entering adolesence, experience physiological changes, psychological pressures and various peer conflicts that make intense study difficult. Some experience adjustment problems when they discover that they are no longer #1 in the class but rather in a class with a large group of #1's which turns out to be more demanding and competitive than they had anticipated. No matter what the student!s reaction it is our duty, especially during the first year, to see that each boy or girl is receiving the assistance they need. We expect each child to finish the complete course of study and gradute . We believe we can improve our retention rate even further by addressing such areas as administrative staff, teaching faculty, role models, parent involvement, counselling, summer program, tutoring and curriculum, home contact and academic program.

It is important to point out that the fundamental problems associated with pupil retention, school integration and racial balance are not responsive to instant solutions nor are they aided by quick fixes. On the contrary, we sincerely believe that the Academy needs to attack such problems with a well conceived long range action plan. Long range is not to be interpreted as one of delay or postponement. We do not lack commitment. Change is difficult to effect in any situation, including a school, and since it is a massive task it will take a concerted effort on the part of all persons concerned with the Academy. As we move forward to fulfill our mission we wish to bring together the various competing constituent groups so that we can best allocate the scarce resources and intelligently apply the funds available to those items of highest priority.

We have been asked to review our actions in 1984 and consider what actions we would assign priority value to in 1985. We have assessed our school environment and point out that our factual record indicates positive success in attacking these probelms as noted above. Furthermore, we believe we have made great strides in 1984 and wish to augment the initial steps by the plans we have been developing for the coming academic year. The material that follows reflects our planning to date and encompasses those areas that we believe exemplify critical points for effecting change.

Robert Binswanger
Head Master

May 21, 1984

I. INTRODUCTION

The full and equal treatment of all students, independent of race, creed, color, religion, national origin is a basic tenet of the Boston Latin Academy. We are clear in our understanding of our mission as well as our comprehension of the laws of the land. Thus, we take justifiable pride in the type of environment offered at the Academy; one in which minority students experience success, achieve scholastically and complete the academic requirements in a milieu they described as "comfortable" and "friendly".

II. SCHOOL CLIMATE

A. Administrative Staff

1. 1984 Many steps have been taken to reach our stated goals of full and equal treatment of all students. For the first time the ACADEMY actively sought and employed a minority Assistant Headmaster. She was selected on the basis of excellence in teaching, a caring attitude abou students and a lifetime experience in the Boston City schools.
2. 1985 We plan to seek qualified senior staff to fill manageri administrative positions.

B. Teaching Faculty

1. 1984 New instructional staff were brought to the school who were excellent classroom instructors and masters of the subject matter. This occurred in modern languages, biology, and physical education. All qualified as minorit personnel. The elimination of dual teacher lounges, one used predominatly by white teachers and one used b black teachers was accomplished.
2. 1985 We plan to recruit new staff with the same criteria presented by those hired last year to enhance our faculty and broaden the base of our minority faculty which at the moment seem to be over concentrated in one department:social studies.

C. Role Models

1. 1984 New initiatives would include the presence of young minority "role models" in both the math and computer science programs. These two men, in their early twenties served as role models for students throughout the term raising a standard of performance and expectation the students had not previously experienced.
2. 1985 We plan to seek funds and resources to again involve "role models" for the students in the Academy; this effort should include computer science (because of its technology and popularity), English and Latin.

D. Parents

1. 1984 The Active efforts to involve parents and/or guardians in the life of the school and to engage their attentio involvement and participation so that minority familie felt welcome and useful in the Academy.

2. 1985 We plan to continue to build on the base established last year so that minority parents will be equal participants in all parent-school activities.

III. GUIDANCE COUNSELLING

A. One counselor

1. 1984 We currently have a single guidance counselor servicing the student needs of all pupils in the Class VI (7th grade) and Class V (8th grade) levels. There are more than 500 youngsters and no one person can handle the case load.

2. 1985 We need an additional counselor to work with this age group

B. Support Services

1. 1984 The problem is compounded by the fact that the guidance office is without any clerical services, clerical equipment or the most rudimentary of office machines.

2. 1985 We need support services so that we can maintain accurate records and so that we can keep in close contact and communication with families.

C. Academic Advising

1. 1984 Our interim solution is a plan to assign a small number of Class VI students to each member of the teaching faculty for "academic counseling", a counseling that focuses on subject areas. It can begin immediately at the start of the new school year.

2. 1985 This entails an extra assignment for the teaching staff and it places a burden on an already busy faculty but the advisory role is necessary. With such a system in place it is our short range plan to limit the certified guidance officer to those cases which need special attention and require actual guidance and professional counsel

IV. SUMMER PROGRAM

A.

1. 1984 The summer program ran three weeks, attendance was spotty, few families had been encouraged or urged to attend since the only notice of the program had been a letter written in late May. The program offered actual coursework similar to that which was offered in the first two weeks of the school year. Great effort was placed on testing yet in 7 class days competency gains are hard if not impossible to measure. Diagnostic assessments wer lacking or late in determination and were of minimal value to the faculty in September.

B. 2. 1985 The program will consist of two two-week sessions that will focus on the ways and methods of accomplishing homework and preparing lessons. After a study of our

IV. B. 2. 1985

current practices it is clear that in-coming students from minority backgrounds seem to have the most trouble with Latin, Math and English. Consequently, we will address these subject areas in the summer session (science will be included) and the core curriculum will be study skills and study habits.
Although in years past the program has been voluntary a greater, more intensive effort has been staged to inform parents of the importance of this orientation program. The concept was introduced at a Sunday meeting of parents and students new to the Academy. Despite the good weather and difficult parking more than 420 persons attended. These parents will receive 2 additional mailings if 636 resources are made available.

V. THE CURRICULUM

A. Basics

1. 1984

The Academy has offered the traditional classical education curriculum that stresses 5 years of Latin, Math, and History; 6 years of English, 4 years of science and 3 years of a modern language. Electives have been minimal.

2. 1985

It is now evident, based on our review of scores and class records, that minority students have had trouble with English, and in particular writing skills. In the past we have offered a special course to Class VI that focusses on study skills but the instruction has not had the returns expected. We now feel that other options may be more useful despite classroom gains and reduced dropouts.

One is to provide more writing opportunities for the new students, especially those having trouble or not feeling confident in English. The introduction of a cadre of volunteers competent in writing techniques who would provide the time and intelligence on a weekly basis is being planned so that these students could write at least once a week in addition to their normal English classwork. The creative writing sessions would be offered in close correlation to the regular English program.

B. Half Year

1. 1984

The Academy offers a five term full year course in six major subject areas and this program is augmented by Honors courses, Advanced Placement classes, and courses in art, music, typing, computer science, health and physical education.

2. 1985

Depending upon the availability of classroom space, a new procedure is planned for new students who are experiencing severe problems in major courses such as Latin and Math. In the cases where students have received failing grades for three consecutiv terms (which would infer that repeating of the year is likely) we are investigating the plausability of removing them from such classes at mid year. They would begin the course again starting in the third term so at the very least, they could atte summer school assuming they were able to handle the coursework f the rest of the year. Such a practice would cutdown on the numb of failures and more importantly, cutback on the attitudinal problems carried by students who have been told as early as midyear that they have no chance of passing.

VI. TUTORIAL

1. 1984 — This year we began to build on previous experience. Heretofore, we offered selective tutorial assistance at the request of students/parents provided that we had available personnel. On occasion, tutoring was initiated by the teacher. Oftentimes outside private tutoring was recommended.

We have made a major commitment to tutoring based on the belief that immediate assistance can be useful and make the difference between a failing course and eventual drop-out. We have assigned a faculty member part/time as tutorial coordinator and the assignment has given the program continuity, influence and clarity.

Peer Tutoring — Offered by upper level students with strong academic records to work one on one with Class VI and Class V students in the basic subject areas. Approximately 25 students serve as tutors and approximately 80* students have received direct attention;

School Volunteer — Offered by a cadre of interns drawn from college and university campuses augmented by other adults who focus on reading and English skills. The interns remain in school most of the day working with clusters of students who have been diagnosed by faculty as students in need of extra attention;

Project Assist — Three facukty members, from areas of Latin, English and Math were selected and given a stipend to organize and direct a a before and after school program with students needing assistance in specific problems relating to the particular discipline.

2. 1985: We intend to increase our commitment despite the fact that the Academy had the largest (over 300 tutees) and most successful tutorial effort in the City. We intend to expand the number of subjects available for tutorial help, prepare written materials to enhance the tutor sessions, start the program even earlier than this year (i.e. October) provided that we receive fubding support for a coordinator and tutor stipends.

VII. HOME CONTACT

1. 1984: We have been pleased by the faculty response in making home calls when students are excessively tardy, absent or doing poorly in class. We have expanded our communications home to keep parents informed of academic problems. If a parent requests we send a weekly report of class progress. In addition, faculty fill out and send home mid-term reports on any student having serious trouble in a class. We have urged parental visits to school and these have been increasing.

2. 1985: A new plan included a letter directly to each family that was accepted to the Academy inviting them to visit the school with their son/daughter in order to attend classes, tour the building and meet the Head Master. To date 106 families have visited, approximately one third minority.

Once families have indicated their intention to attend they receivèd a letter of invitation to a Sunday luncheon held for all new students & parents. This was held on May 19 and more than 420 persons attended. Faculty, guidance, services and so forth were discussed, the summer program was explained and the welcome and orientation was well received.

We plan greater contact and communication with parents of Class VI students at the start of the year. Such programs as a parebt workshop on homework, parent networks in neighborhoods, parent understanding of the courseload and parent participation in the development of such items as the code of conduct are all hoped for activities in 1985.

VIII. ACADEMIC PROGRAM

1. 1984: It appears from our reviews and analysis that the basic program offered in-coming Class VI students presents some difficulty, at times, to minority students as well as others. Some pupils have trouble adjusting to the heavy courseload and the rigorous homework requirements. We feel our standards are appropriate for students passing the entrance examination and that the retention of the course of study reflects the will of parents. At the same time, we have begun to offer changes in the Class VI program to make it more interesting, alive and responsive. Thus, we introduced computer science to Class VI which enlivened the total program. We have also introduced outdoor playtime (weather permitting) and this has enhanced the day. These are two major examples of change.

2. 1985: We are presently planning a change in the course structure offered Class VI students. One example, the need for science classes, is being explored since there is a high degree of interest in the subject and the discipline lends itself to student activity. We will retain Latin, Math and English but review our content for each course so that the studies are more fibely attuned to the capacity of the Class VI entrants. Early success as a new student is a key to the problem of retention.

BOSTON LATIN SCHOOL

PLANS FOR RETENTION OF MINORITY STUDENTS

28

The Boston Latin School currently faces two critical needs in the area of student support. They are:

Reorganization of the Guidance Department

An After School Tutorial Program.

While it is apparent that there are positive systems in place, it is clear that additional support is necessary in order to provide adequate support to entering students.

A brief overview follows for each critical need.

REORGANIZATION OF THE GUIDANCE DEPARTMENT

There is a critical need for the Headmaster to have administrative options within the structure of the Guidance Department. They include

- selection of personnel
- extended work day in order to meet with parents and students
- requirements for continuing education of Staff
- expand personnel
- select a director for this department
- re-organize structure for improved delivery of services
- develop comprehensive evaluation tool for members of the Guidance Staff
- able to provide comprehensive program for evaluating delivery of services to students

AFTER SCHOOL TUTORIAL

In order to properly service the need for academic remediation and study skills, we request additional funding for a Tutorial Program to extend from September through May. This program would be staffed by Boston Latin School teachers who have taught in the Summer Enrichment Program. It would be conducted three afternoons a week for two hours. It would cover the academic areas of Math, English, Language and Science. Built into this program would be a Study Skills Component. This tutorial program would service seventh and ninth graders as a pilot for the first year. The following year it should expand to include the 8th grade.

7th GRADE COMPONENT

STAFF: 6 Teachers

SUBJECT AREA: English, Math, Earth Science, Latin

TIME! 30 weeks, three afternoons per week; 2 hours

COST: Stipend $15.00 per hour; 6 hours per week

Duration 30 weeks

$21,600

9th GRADE COMPONENT

STAFF: 3 Teachers

SUBJECT AREA: English, Math, Latin

TIME: 30 weeks, three afternoons per week; 2 hours

COST: $8,100

TOTAL $29,700

STUDENT SUPPORT SERVICES - INTERNAL

Since it is an acknowledged fact that a student's academic performance may be greatly affected by handicapping conditions and/or temporary psychological, environmental, medical and personal problems, a full range of Student Support Services is offered under the coordination of Dr. Cornelius J. Holland.

GUIDANCE AND COUNSELING

Each student is assigned a guidance counselor who is available for educational, vocational, and personal counseling. In addition, the counselor, because of his professional training, is constantly alert to student needs that may suggest the involvement of other student support service personnel. If academic or personal problems present themselves, if a parent or student needs information regarding a student's record or educational/vocational opportunities, a phone call or appointment with the guidance counselor should be the first step.

HEALTH SERVICES

Although parents have the primary responsibility for the health of their children. School Health Service personnel are available to coordinate the health care of the student with the family's private physician or neighborhood health center. Two full-time nurses are available to provide health related counseling, emergency health care and first aid, immunization coordination, health screening, and referrals to private health providers. In addition, physician services are available at several school-based sessions through a pilot program with Children's Hospital which includes consultation with school personnel, as well as episodic care, physical examinations as needed, and some participation in core evaluations.

PUPIL ADJUSTMENT COUNSELING

The Pupil Adjustment Counselor is a social worker/counselor who can function as a very helpful link between the school, the parents, and community resources. The Pupil Adjustment Counselor is available to make home visits to gather information about the student's family or neighborhood that will help the school team better understand causes of the student's problems that may be external to the school. In addition to short term counseling on behavioral issues, the Pupil Adjustment Counselor can help parents identify problems and seek proper assistance through referral to community resources.

SCHOOL PSYCHOLOGICAL SERVICES

The school psychologist is available to conduct psychological assessments which may include the administration and interpretation of psychological and educational tests, the systematic observation of students in school, and consultation with significant people who work with the child.

In addition to the assessment function, the school psychologist helps to define the student's problem and to suggest solutions through direct professional intervention or consultation services to administrators or classroom teachers that may involve techniques of behavior management or classroom restructuring to improve the educational program.

* READING AND STUDY SKILLS

The reading and study skills program at the Boston Latin School were available for entering students who were experiencing academic difficulty and who needed support. There were three main functions of the program: to develop necessary study skills for content area subject, to develop and improve writing skills, and to increase general work knowledge. The students met in small groups in which instruction could be individualized.

There was an open channel of communication between the Reading Specialist, the subject teachers and Guidance so that students received support in their total school program. Parents were periodically informed of their child's progress.

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* The program is presently supported by only one Staff person funded through

Chapter 636. Historically it was administered by two teachers. The elimination of services available has been extreme. There is a pressing need to restore at least one position to this vital Reading Program.

SUMMER ENRICHMENT PROGRAM

A three week orientation and enrichment program is conducted in August by approximately 20 classroom teachers to orientate enrich and identify students. Staff reflects the racial population of the student body.

Approximately 425 incoming students are introduced to the routines and rules of the school and to the academic programs in a socially integrated setting.

Important study skills in English, Math, Science and Foreign Language are introduced: organizing and planning study time. Fifteen daily classes in study methods, reading comprehension in current areas; outlining and notetaking, preparing for essay and objective tests, are conducted. Materials one selected that will enhance integration and help attract and retain white and minority students to the school. Activities provide positive learning experiences and help students interact with students of other racial backgrounds. Films, essays and current events are used to infuse multi-cultural multi-racial cohesion teaching units of group dynamics where students discuss who they are, who their parents are and who their neighbors are are conducted. Minority speakers are used as role models.

Additional areas of support include:

"Sixie Night" is held for parents of entering students in early October. At this time Administration and Staff are available to provide information regarding the needs of new students. Members of parent groups are also available to answer questions and provide support. Information booklets, provided by the State Street Bank business pairing, contain helpful information and guidelines for parents and students. A copy is enclosed.

Open House is held in May for new students. A presentation by the Head Master provides an orientation to the program at Latin School. Staff are available to answer questions. The students from the National Honor Society give tours of the building and the String Ensemble provide entertainment for the light refreshments offered at the conclusion of the day.

STUDENT SUPPORT SERVICES - EXTERNAL

Programs that are presently being utilized are listed below. It is significant to note that each program is subject to annual funding review. Although each project provides service and support vital in retention issues, thay are not sufficiently staffed to adequately serve the number of students in need.

TWO-WAY TUTORING

The Two-Way Tutoring Program, is a project in which high school juniors and seniors whose reading skills are below grade level tutor reading to underclassmen with below-grade level skills. Tutoring sessions are conducted in the pupils' high schools during the regular school day. Instruction is supervised by trained interns and is coordinated by staff personnel at the respective schools. Both cognitive and affective growth are measured by pre/post test measures. At Boston Latin School 19 pairs of students are participating in the program.

ROXBURY MULTI-SERVICE

STATEMENT OF NEEDS:

There are a number of Black and Hispanic students, who enter Boston Latin School each year in the seventh grade, who are in need of support services to encourage their performance in school. Such services should provide both academic and counseling support to students and their families. The drop out rate of entering seventh grade student at Boston Latin School is 40%. This program will reduce that rate at the end of two years by 20%.

OBJECTIVES, MAJOR ACTIVITIES AND EVALUATION PLAN:

The Boston Latin Collaborative is an early intervention program based at the Boston Latin High School. The program is coordinated by the Roxbury Multi-Service Center. The Collaborative may also utilize staff, consultants and resources from the Department of Social Services, Solomon Carter Fuller Mental Health Center, and Roxbury Children's Services. The objective of the Boston Latin Collaborative is to reduce the high drop out rate that Black and Hispanic seventh graders experience. The Collaborative is committed to providing school based counseling and direct service to high risk students. The Collaborative will offer individual group, and family counseling; referrals, and school personnel consultation.

This program is based on a model that has been successfully implemented in the Madison Park High School. The Boston Latin Collaborative has been and will continue to work with Madison Park Collaborative to insure its success.

The Boston Latin School Collaborative (Roxbury Multi-Service Center-lead agency) provides counseling services to up to 200 students with parental involvement where necessary.

Counseling activities include individual group and family sessions. Students serviced are from the recommendations of the Summer Enrichment Program, as well as the general schoolpopulation. Behaviors identified include: poor school adjustment, repetitive academic failure, class cutting, family conflicts and low self-esteem.

Roxbury Multi-Service provides services that increase parental involvement and awareness in educational programs and planning of students. Provides specific family interventions - counseling to referred students where family conflict/problems are interfering with student adjustment to school.

SUPPORT SERVICES - EXTERNAL

SHADY HILL PROGRAM - EDUCATIONAL ENRICHMENT PROGRAM

The Educational Enrichment Program at Shady Hill School is designed for students presently in the seventh grade at Boston Latin School who are having difficulties in meeting academic standards in one or more of the three subjects to be offered: English, Latin, mathematics.

This is an important program for the Latin School as it provides a program specifically designed to follow the curricula. Because the selected staff are well versed in their subject area and familiar with the expectations of the Latin School, students are better able to prepare themselves. Approximately sixty students attend this program each summer.

Unlike the sessions held in the Boston Summer School, the students are known to their teachers, and therefore receive the encouragement to work hard and continue their studies at the Latin School. This is a crucial time for the middle school student. It is important that such programs be continued and expanded within the framework of the Boston Public School Summer Program to include upper grades as well.

BOSTON UNIVERSITY - BOSTON LATIN SCHOOL PILOT EDUCATIONAL PROGRAM

About three years ago Dr. Adelaide Cromwell Gulliver, Director of the Afro-American Studies Program at Boston University met with a small committee of educators and a representative from the School Department to discuss in what way the Afro-American Studies Program could assist in broadening the education of black children in the city of Boston.

After considering several alternatives, it was felt that a selected number of students from the Boston Latin School, who by being there had already exhibited promise, would be the target population. The program is designed to work with students who have completed the 7th grade but before entering the 8th grade. The students are selected from the middle range of black students who predicably will make it through the Latin School but by participating in this program will be strenghtened in their performance and consequently in their long range potential.

The program has three phases. In late May and June students and their parents meet to discuss the importance of education to Blacks; to hear reminiscences about the Latin School from former and now successful black graduates of the Latin School and a final session on the significance of Latin to Blacks as an academic tool and as a legacy from those Blacks who lived in the Graeco-Roman world.

Phase two is held in July. Classes are held each week day from 9:00 to 1:30 and cover areas - Latin, Math, and Literature/History. Field trips are also included during this phase.

Phase three consists of Saturday meetings during October, November and December. These meetings provide the continued support the students need.. Students are encouraged to discuss this program as well as their present performance at the Latin School.

This program continues to support the needs of students at the Latin School. It is critical that outside funding sources be maintained for its support.

ATTACHMENT II

Issue 3 "Racial/ethnic guidelines have yet to be met in several schools, as well as most citywide vocational education programs. In many instances, enrollments should be improved through vigorous recruitment and program development efforts"

The difficulty with the above statement of the Board of Education in its February 1, 1984 Report is that the reader may blur such terms as "substantive compliance" and "technical compliance." The Federal Court, in its Order of Disengagement of December 23, 1982, suggested that it had been concerned with "compliance with the substantive requirements of the remedial process." The Court also urged the use of an "administrative structure which employs the experience and the common understanding gained over the years..."

The State Board itself, in its first Report of July 15, 1983, seemed to acknowledge that compliance was a qualitative issue. Witness a partial quotation of a state official:

> "All things considered, fifteen schools with 'compliance problems' -- even if Fall enrollments reveal a few more--seem a great improvement over the extreme racial separation which characterized the Boston schools before the 1974 racial balance plan went into effect. Compared with the heavy concentration of Black students in schools more than 90% Black, and of white students in schools more than 90% white, it is clear that Boston has achieved a significant degree of desegregation."

The same official also stated that he came away "from this intensive... review of the student assignment process with respect for the integrity with which it is implemented..." He acknowledged that the school department "seems to do its best to assign appropriate numbers of students in appropriate racial/ethnic proportions..."

In contrast to the Federal Court's representatives who largely restricted themselves for many years to monitoring of the annual Spring Assignment Process, the State Board's staff have seen fit to review the assignments both in the Spring and the Fall. We in the school department acknowledge that it is reasonable to do a mid-year assessment to determine if we have kept "assignment commitments" made to the State Board in the Spring and to make certain we are not violating the "laws and practices" of the remedial action. The mid-year assessment also has value as a reminder of priorities for the upcoming Spring Assignment Process. However, we have difficulty with any inference, however softly drawn, in the mid-year Report that we have regressed in our attempts to comply with an incredibly complicated, many-sided Assignment Plan. To emphasize our concern with the technicalities of mid-year assessment, we offer some data as proof that ours is a typical major urban school system. Our school enrollments probably are much more fluid than those of Quincy, Lexington, Wellesley or other suburban school systems. Kindly note:

1. New Admissions and Internal Transfers: 7/1/83 to 3/22/84

	Black	White	Other	Total
Kindergarten	2256	2151	1344	5751
Gr 1 to 5	4684	2182	3123	9989
Gr 6 to 8	4036	2407	2467	8910
Gr 9 to 13	4689	2768	2460	9917
TOTAL	15665	9508	9394	34567
	45%	28%	27%	

2. Discharges

	Black	White	Other	Total
Kindergarten	222	235	132	589
Gr 1 to 5	906	1059	598	2563
Gr 6 to 8	457	502	334	1293
Gr 9 to 13	1622	1281	799	3702
TOTAL	3207	3077	1863	8147
	39%	38%	23%	

Even on a gross basis, there just has to be an awareness by reasonable persons that student mobility is a great inhibitor to the attaining or maintaining of racial/ethnic percentages.

At any rate our efforts to adhere to the obligations of the Court Order --and to show awareness of the State Board's mid-year critique--are to be found in our recent Student Assignment Process for 1984-85. A summary of those assignments follows:

1. High Schools

Kindly reference the attached memorandum (Coakley to Glenn, 5/8/84) on high schools. You will note that every high school is within the high-low percentage range for Black and White students. Only three schools--Dorchester, South Boston and English--are somewhat above the high percentage for Other Minority students, but all three schools have bilingual programs. Please note, that schools within the ranges include Brighton, West Roxbury, Hyde Park, Dorchester, East Boston, English and Madison, all of which have unique vocational or magnet themes. The SCHOOLS are within acceptable ranges as the result of the cumulative effect of assignments to regular, bilingual, special, vocational and magnet programs. We should be commended for that accomplishment and we should not be cited or criticized for some percentage variations (short of racial isolation) in some programs.

2. **Middle Schools**

Kindly reference the attached memorandum (Coakley to Glenn, 5/7/84) on middle schools. We consider sixteen of the schools to be within the acceptable percentage range for Black and White students and eight schools exhibit variations from the range, although in some cases very minor. We do believe that staff of the State Board agree with our contention that attainment of racial percentage goals at the middle school level is made difficult by the Court-required practice of determining percentages based on all public school residents of a district. For example, it is most likely that each of the eight schools reflect the racial/ethnic percentages of students ATTENDING middle schools in their districts, most of which house three middle schools each.

3. **Magnet Elementary Schools**

Please reference the attached memorandum (Coakley to Glenn, 5/7/84) on magnet elementary schools. We consider all schools except one to be within the range for White students. (Parenthetically, the Court's measurement of percentages at the citywide level tends to group together Black and Other Minority students.) That school, the Hennigan, has a new Principal who almost certainly will restore or improve upon the school's modest popularity of some five years ago. In fact, there was evidence during 1983-84 of the school's renewed ability to retain students.

4. **Elementary Schools, Districts I to VII**

Student assignments at the elementary level are not analyzed easily for a host of reasons known to staff of the State Board. However, it is the contention of the school department staff that only three elementary schools--the Chittick, Taylor and Emerson--are of concern. Fourteen other schools appear to have enrollments which exceed the high range for White students. Historically though, these schools lose many of the children assigned to grade one to local parochial schools.

In analyzing the elementary school enrollments, staff first studied each school's total enrollment in relation to district percentage goals, then each school's non-programmatic enrollment and finally each school's total enrollment in relation to district attendees. This methodology was utilized by two Senior Officers in 1981 and did not meet with rejection by the Court's Expert.

5. Vocational Education and Magnet Education

The assignments to a typical high school may form a mosaic: regular education, bilingual education, special education, vocational education, magnet education. We believe that it is desirable that the vocational educational assignments of a high school approximate the citywide percentages but that is more important that they contribute to the district percentages for a school.

The 1984-85 assignments in Vocational and Magnet Education indeed have enabled us to achieve the desired racial percentage goals in the high schools. They should be examined in that context:

	Black	White	Other	Total	
Brighton VE	115	76	18	209	55% - 36% - 9%
West Rox VE	74	39	19	132	56% - 30% - 14%
Hyde Park VE	39	33	4	76	51% - 44% - 5%
Dorchester VE	53	15	9	77	69% - 19% - 17%
Dorchester HE, etal	46	14	12	72	64% - 19% - 17%
East Boston VE	22	9	1	32	69% - 28% - 3%
East Boston VE	164	84	21	269	61% - 31% - 8%
English VAPA	16	17	14	47	34% - 36% - 30%
English FENWAY	32	19	23	74	43% - 26% - 31%
Madison MUSIC	65	17	31	113	58% - 15% - 27%

6. Extended Day Kindergarten

The kindergarten assignments in any initial Assignment Process are the most difficult to carry out, and this year brings the same dilemma. No matter how much outreach is practiced, centrally and locally, we just do not obtain a large enrollment in the Spring. Please examine the data:

1982-83

	Black	White	Other	Total
Initial Kdgn Assignments	588 27%	1173 54%	409 19%	2170
Mid Year Kdgn Enrollment	1718 39%	1793 40%	949 21%	4460

1983-84

	Black	White	Other	Total
Initial	677 27%	1290 52%	519 21%	2486
Mid Year	1722 38%	1772 39%	1009 23%	4503

1984-85

	Black	White	Other	Total
Initial	700	1077	518	2295
	30%	47%	23%	
Mid Year	?	?	?	?

Predictably, our kindergarten enrollment will increase by 2000 before January 1st, and its racial/ethnic picture will be quite different from that presently assigned for 1984-85. Note, the change in extended day kindergarten enrollments:

1982-83

	Black	White	Other	Total
Initial EDK	272	194	157	623
Mid Year EDK	461	296	250	1007

1983-84

Initial EDK	322	269	254	845
Mid Year EDK	621	375	415	1411

1984-85

Initial EDK	379	257	251	887
Mid Year EDK	?	?	?	?

Thus, our extended day kindergarten assignments for 1984-85 are based on our commitments--and our ability to recruit--and the State Board should hold us accountable for such promises.

This somewhat lengthy statement is intended to place on the record that we do not support the inference of non-compliance on matters of racial/ethnic assignments. Further, to suggest in 1984 that we are not in substantive compliance with the May 10, 1975 Court Order is as much an indictment of the State Board itself and the Federal Court as it is of the School Department. We, however, do not believe that the Federal Court was less than diligent in its monitoring of the Student Assignment Process; we do contend that the Court was realistic in its expectations.

Turning to the matter of recruitment, the School Department is interested in obtaining Chapter 636 funds for a Student Recruitment Project. The attached correspondence (April 26, 1984, Coakley to Glenn) is offered. This project would enhance the capacity of the School Department to employ marketing techniques and to personalize the recruitment effort. The State Board in its Report has suggested that more must be done at the local level. Theoretically, this suggestion is correct and this recent Spring central officials did provide local school officials with the names of potential candidates--from public and private schools--for student assignments. However, there is a limit to which local school persons can go to seek out students. Further, the complexities of the Student Assignment Process--and its lottery system--and the emotional responses it evokes make difficult the task of recruiting on the part of local school persons who have numerous other priorities. Thus, the Student Recruitment Project is an attempt to link central resources with recruitment efforts.

Finally, the School Department has been embarking upon comprehensive programmatic, curricular and staff development efforts. Important as student recruitment for racial/ethnic desegregation is, these other efforts--of themselves--are extremely important elements in the drive for that elusive and primary goal of quality education. Such efforts should form the bases or preludes for recruitment.

bmj

Attachments

THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

BOSTON PUBLIC SCHOOLS
[illegible]
[illegible]

May 8, 1984

MEMORANDUM

To: Charles Glenn

From: John Coakley John Coakley

Subject: Submission of 1984-85 Student Assignments - High Schools

It may be helpful to compare our proposed 1984-85 Student Assignments with those of previous years:

HIGH SCHOOLS		B	W	O	T
Brighton	82-83	455	289	423	1167
	83-84	458	214	400	1072
	84-85	439	201	459	1099
Jamaica Plain	82-83	508	200	295	1003
	83-84	468	181	277	926
	84-85	386	156	248	790
West Roxbury	82-83	846	541	61	1448
	83-84	823	495	71	1389
	84-85	815	467	77	1359
Hyde Park	82-83	806	265	18	1089
	83-84	766	207	22	995
	84-85	727	182	34	943
Burke	82-83	509	87	61	657
	83-84	390	74	46	510
	84-85	490	92	85	667
Dorchester	82-83	665	146	96	907
	83-84	536	126	106	768
	84-85	576	120	133	829
South Boston	82-83	397	350	224	971
	83-84	405	288	202	895
	84-85	417	291	283	991

HIGH SCHOOLS - continued		B	W	O	T
Charlestown	82-83	375	213	347	935
	83-84	357	161	336	854
	84-85	433	175	435	1043
East Boston	82-83	282	785	44	1111
	83-84	280	732	59	1071
	84-85	207	761	84	1052
Boston	82-83	491	228	171	888
	83-84	436	187	190	813
	84-85	516	189	184	889
Boston Latin Academy	82-83	491	719	176	1386
	83-84	472	687	167	1326
	84-85	510	694	208	1412
Boston Latin School	82-83	502	1452	394	2348
	83-84	512	1398	411	2321
	84-85	583	1347	463	2393
Boston Technical	82-83	588	377	255	1220
	83-84	574	334	283	1191
	84-85	570	293	304	1167
Copley	82-83	278	160	99	537
	83-84	311	137	99	547
	84-85	302	124	104	530
English	82-83	1120	525	360	2005
	83-84	971	382	337	1690
	84-85	871	313	326	1510
Madison	82-83	1282	668	454	2404
	83-84	1073	442	375	1890
	84-85	1073	416	402	1891
Umana	82-83	508	318	222	1050
	83-84	537	292	217	1046
	84-85	589	259	199	1047

You will note that, for 1984-85, every high school is within the high-low percentage range for Black and White students. Only three schools -- Dorchester, South Boston and English -- are somewhat above the high percentage for Other Minority students, but all three schools have bilingual programs. We also believe there has been a decrease in the number of students assigned to high schools which were not requested. However, that belief is yet to be documented.

JC:ab

xc: Robert Spillane
Robert Peterkin
Catherine Ellison
John Canty

THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

BOSTON PUBLIC SCHO
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May 7, 1984

MEMORANDUM

To: Charles Glenn

From: John Coakley

Subject: Submission of 1984-85 Student Assignments - Middle Schools

It may be of benefit to compare our proposed 1984-85 Student Assignments with those of previous years:

MIDDLE SCHOOLS		B	W	O	T
Edison	82-83	176	149	252	577
	83-84	155	116	275	546
	84-85	140	104	287	531
Taft	82-83	174	136	244	554
	83-84	170	114	254	538
	84-85	150	114	272	536
M. Curley	82-83	267	130	248	645
	83-84	283	108	266	657
	84-85	275	86	318	679
Lewis	82-83	142	52	36	230
	83-84	137	45	38	220
	84-85	121	37	52	210
T. Roosevelt	82-83	149	65	134	348
	83-84	122	50	107	279
	84-85	141	33	72	246
Irving	82-83	316	233	113	662
	83-84	317	208	128	653
	84-85	302	182	128	603
Lewenberg	82-83	293	106	10	409
	83-84	250	84	9	343
	84-85	255	70	10	335

MIDDLE SCHOOLS - continued		B	W	O	T
R. Shaw	82-83	229	65	30	324
	83-84	213	52	27	292
	84-85	173	57	21	251
Rogers	82-83	371	182	13	566
	83-84	389	169	17	575
	84-85	398	138	16	552
Thompson	82-83	364	101	15	480
	83-84	347	82	11	440
	84-85	302	66	12	380
Cleveland	82-83	586	138	192	916
	83-84	638	119	211	968
	84-85	627	98	221	946
Holmes	82-83	266	98	32	396
	83-84	271	78	22	371
	84-85	255	75	29	359
Wilson	82-83	564	119	26	709
	83-84	529	71	35	635
	84-85	483	82	41	606
Dearborn	82-83	192	97	37	326
	83-84	207	92	48	347
	84-85	228	97	48	373
Gavin	82-83	241	266	57	564
	83-84	222	218	61	501
	84-85	214	187	77	478
McCormack	82-83	143	295	145	583
	83-84	164	263	147	574
	84-85	148	228	180	556
Edwards	82-83	148	85	242	475
	83-84	155	92	256	503
	84-85	164	78	277	519
Michelangelo	82-83	107	30	98	235
	83-84	104	29	113	246
	84-85	109	21	125	255
Timilty	82-83	221	55	136	412
	83-84	212	62	150	424
	84-85	187	48	147	382
Barnes	82-83	17	563	54	634
	83-84	14	484	74	572
	84-85	13	455	78	546

MIDDLE SCHOOLS - continued		B	W	O	T
Cheverus (6 to 8 only)	82-83	2	130	5	137
	83-84	2	106	7	115
	84-85	1	97	9	107
King	82-83	435	196	169	800
	83-84	302	127	142	571
	84-85	267	116	131	514
Mackey	82-83	254	142	107	503
	83-84	248	132	115	495
	84-85	240	119	120	479
Wheatley	82-83	182	95	72	349
	83-84	180	90	75	345
	84-85	185	80	80	345

Nine of the middle schools have enrollments within the high-low percentage range for all three racial/ethnic groups, and five schools (if you included the Holmes) are within the range for Black and White students. Eight schools exhibit low white enrollments, but I believe this problem is caused by the practice of determining district racial/ethnic percentage goals on the basis of all public school students residing in a district. Of the two remaining schools, the Dearborn's non-programmatic enrollment is in perfect compliance and the McCormack's enrollment should be viewed as a positive result of desegregation -- no matter what the percentages seem to suggest. We are prepared, therefore, to accept commendations for these assignments.

JC:ab

xc: Robert Spillane
Robert Peterkin
Catherine Ellison
John Canty

THE SCHOOL COMMITTEE OF T[illegible] OF BOSTON

BOSTON PUBLIC SCHOOLS
[illegible]

May 7, 1984

MEMORANDUM

To: Charles Glenn

From: John Coakley

Subject: Submission of 1984-85 Student Assignments - Magnet Elementary

It may be of benefit to compare our proposed 1984-85 Student Assignments with those of previous years:

MAGNET ELEMENTARY SCHOOLS		B	W	O	T
J. Curley	82-83	165	91	74	330
	83-84	153	74	69	294
	84-85	149	75	79	303
Guild	82-83	137	81	33	251
	83-84	135	78	24	237
	84-85	135	64	27	226
Hale	82-83	130	75	40	245
	83-84	112	56	48	216
	84-85	128	49	37	214
Haley	82-83	148	86	66	300
	83-84	156	77	58	291
	84-85	157	77	65	299
Hennigan	82-83	218	111	205	534
	83-84	215	106	236	557
	84-85	219	120	279	618
Hernandez	82-83	41	25	134	200
	83-84	39	26	136	201
	84-85	49	31	125	205

MAGNET ELEMENTARY SCHOOLS - continued

Jackson	82-83	NA	NA	NA	NA
	83-84	261	132	231	624
	84-85	262	144	243	649
McKay	82-83	219	175	99	493
	83-84	278	138	105	521
	84-85	241	109	96	446
Ohrenberger	82-83	243	149	113	505
	83-84	254	123	135	512
	84-85	250	109	134	493
Trotter	82-83	313	171	116	660
	83-84	323	160	135	618
	84-85	321	145	151	617

As you know, it is our contention that we can place magnet school enrollments within racial/ethnic high-low ranges by mid-September of a given year. You will notice that all but one school are within the range for White students. I seek approval for these initial assignments based on our track record of seven years on magnet elementary school enrollments.

JC:ab

xc: Robert Spillane
Robert Peterkin
Catherine Ellison
John Canty

THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

BOSTON PUBLIC SCHOOLS
[illegible]
[illegible]

April 26, 1984

Dr. Charles Glenn
Equal Educational Opportunities
State Department of Education
1585 Hancock Street
Quincy, MA 02169

Dear Charles,

Dr. Spillane has authorized me to make the attached request for Chapter 636 funding for a Student Recruitment Project. I would envision the project operating out of the Department of Implementation with general activity determined by me and day-to-day supervision conducted by either Dr. Ellison or the Director of the External Liaison Unit.

I am not at all certain of the protocol to be followed, and seek some guidance from you. Further, it is not my intent to place this proposal in competition with district-based or school-based projects; rather, it is my understanding you would consider funding such a proposal out of other Chapter 636 funds available to your office.

Your direction on this matter will be appreciated.

Sincerely,

John Coakley
Senior Officer

ab
Enclosure

xc: Office of Superintendent
✓Catherine Ellison
Lydia Francis
John Canty
Catherine Blount
Martin Hunt

THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

BOSTON PUBLIC SCHOOLS
[illegible]

April 24, 1984

MEMORANDUM

To: Robert Spillane

From: John Coakley John Coakley

Subject: Request to Seek Chapter 636 Funding for Student Recruitement

The State Board's Report No. 2 on Boston School Desegregation, dated February 1, 1984, among other things deals with Student Assignments and Special Desegregation Measures. Allow me to provide excerpts from the recommendations in each category:

RECOMMENDATIONS - STUDENT ASSIGNMENTS

*1. A strategy should be developed to improve desegregation compliance of twenty schools which show promise of coming into compliance without mandatory reassignments; such a strategy should include program development, communication with parents, and measures to create a safe and positive learning environment in each school.

2. Extended Day Kindergarten programs make a contribution to desegregation in a number of cases; establishment of additional programs and expansion of existing ones should be considered, subject to careful review of equity considerations. In a few cases closer adherence to admission requirements and recruitment of under-represented students are necessary.

3. The implications of rapid enrollment decline in magnet schools should be reviewed.

4. The reasons for non-compliance with the permitted range for White enrollment at Brighton and South Boston high schools should be identified and remedial actions taken. A plan should be developed to move Jamaica Plain and English High Schools toward compliance, with special attention to security improvements.

*5. The non-compliance of most citywide vocational programs with the permitted racial ranges and with the goals for enrollment of male and female students requires coordinated efforts to increase the number of applicants from under-represented groups, with special reliance upon career education, guidance, and communication about what each program offers.

MMENDATIONS - SPECIAL DESEGREGATION MEASURES

An explicit desegregation strategy should be developed for the six :ial desegregation schools for which no strategy exists, that ntifies the necessary program changes, leadership, and resources and er support required to achieve or maintain compliance. If modification existing assignment requirements would contribute to stable long-term pliance with desegregation requirements, Boston should propose such nges through the modification process.

School-level recruitment efforts should become a priority for staff special desegregation schools, and appropriate resources should be le available to support such efforts. Recruitment should be directed rticularly to students in transitional grades, completing kindergarten, fth grade, and eighth grade, and to their parents.

The location of middle school bilingual clusters in District I ould be reviewed, and measures taken to reduce the number of disppointed minority students applying to middle school grades at the bin K-8 school.

. Burke High School should consider developing a new magnet program to eplace the attenuated Theatre Arts program and so encourage additional hite enrollment and compliance with desegregation requirements.

5. The City and School Department should ensure that the renovations to Burke High called for by the special desegregation plan submitted to the Court are undertaken immediately.

6. Plans to phase out two magnet vocational education programs at Dorchester High School should be evaluated for a potentially adverse effect on special desegregation efforts at that school.

7. The curriculum content and administrative structure of the Business Magnet program at East Boston High shoudl be strengthened substantially.

8. Record-keeping should be improved for the Business Magnet program: information on work-site experience, post-graduate job placements, transfer requests and retention of students in the program is essential to program improvement.

9. The Advanced Work and Academically Talented programs should be restructured to provide effective preparation for students who will be admitted to the examination schools. This will require a distinctive curriculum, selection of staff on the basis of experience and training in this area and effective inservice training.

*10. Selection of students for the Advanced Work and Academically Talented programs should not rely exclusively on achievement tests, with their limited capacity to predict academic success of minority students. Informational materials about these programs should be disseminated more effectively, and in the principal languages spoken by Boston parents.

11. All three examination schools should offer mandatory summer or spring orientation programs that include diagnostic testing to identify and remediate skill deficiencies.

12. All three examination schools should institute a systematic procedure for identifying, referring and following up on the progress of students in need of support services. Such services should be provided during school hours, including academic remediation, training in study habits and counseling. The ratio of counselors to students should be improved, clerical and attendance staff should be provided to permit counselors to concentrate on their primary function of student contact, and there should be less exclusive stress on college-oriented counseling activities.

*13. There should be clear responsibility for identifying and supporting the education of academically talented students, including communication with their families, coordination of curricula of middle school and high school advanced programs, and comprehensive support services for minority students in the examination schools.

I have enumerated these recommendations to suggest that there is a need for a student-recruitment strategy and to offer the view that the Bureau of Equal Educational Opportunity of the Massachusetts Department of Education is willing to fund such an effort. It is important, however, that you not interpret my listing of the recommendations as a blind endorsement of the findings of Report No. 2. In some cases I disagree with the findings and in many cases I question seriously the scope of the recommendations. Nonetheless, I urge you to allow me to seek Chapter 636 funding directly from the Massachusetts Department of Education's Bureau of Equal Educational Opportunity for a Team of Research, Publicity and Recruitment persons to address some of the aforesaid recommendations, particularly those which are starred.

Proposal Thrust

1. To analyze residential patterns, assignment and discharge data, and school/program preferences in order to develop enrollment strategies and to provide helpful data to potential applicants to our schools.
2. To prepare brochures, news releases, flyers, informational packages to be utilized in public information and recruitment endeavors, and to seek to obtain greater use of media services by school personnel.
3. To appear at schools, clubs, public meetings, shopping areas, and radio and television stations to encourage student enrollment in specific schools of the Boston Public Schools.

Staffing Needs and Expenditures

Title	Number	Yearly Salary
1. Data Analyst	1	$22,374
2. Publications Specialist	1	$22,374
3. Information Officer	2	$22,374
4. Clerk Typist	1	$15,550
5. Parent Recruiters	10	$ 8,000
	Personnel Expenditure	$185,046

Materials

1.	Printing and Production Costs	$35,000
2.	Postage	$20,000
3.	Translations	$ 4,000
	Materials Expenditure	$49,000
TOTAL EXPENDITURE		$234,046

Please advise me as soon as possible if I may seek out Dr. Glenn of the Massachusetts Department of Education to ascertain his willingness to obtain the necessary approval at his end. Please also know that I can modify the proposal as offered above.

JC:ab

ATTACHMENT III

A). Unified Plan for Vocational and Occupational Education

1. Extensive Review and the Long Range Plan

As the Director of Education/Employment I have had several meetings with the following individuals:

a. Superintendent
b. John Coakley
c. Atty. Dinger
d. Dr. David Cronin
c. Atty. Blumenthal
e. State Department Regional Staff
f. Robert Murray

All of our meetings discussed in specific detail the Unified Plan and what steps Boston will take to review and remedy the Plan.

On February 21, 1984, I wrote to Dr. Cronin and clearly indicated what our process would be. As Dr. Cronin requested, Boston addressed all the major headings of the Unified Plan. These items were addressed in the Long Range Plan.

I submitted a copy of the Long Range Plan to Dr. Cronin's office. Dr. Cronin acknowledged that he had received and reviewed the Long Range Plan. To date, we have not yet met to review our recommendations in the Long Range Plan for changes in the Unified Plan.

It is our recommendation that the appropriate sections and action plans for the Long Range Plan shall replace the Unified Plan.

2. Distinctive Management Structure

The Unified Plan requires that Boston implement a distinctive management structure for vocational education. I have met with Charlotte Harris and she has done an excellent job in upgrading the Unified Plan version of this management structure. Boston now has DRAFT reorganization plan for the Department of Education and Employment which meets all State and Federal Court requirements. Based on current budgetary constraints and School Commitee disposition towards administrative positions, I have not proposed that Boston initiate this compliance item.

I look forward to hearing from the State Department's review of our proposed changes.

B) Compliance achievements and activities

In response to Report No.2, Boston has undertaken many compliance

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activities:

1. Services for bilingual students:

On April 6, 1984, we reported to the State how we were increasing programs and services for our bilingual students.

a. We have hired an additional bilingual paraprofessional and have hired a Cape Verdean parapropfessional and a Haitian paraprofesional.

b. We have submitted a Vocational Education grant for $70,775 to hire more bilingual paraprofessional staff for the 1984-85 school year. This will be in addition to the present bilingual paraprofesional staff level which we will maintain.

c. We have assumed the operations of the Vocational English as a Second Language (VESL) program at the Humphrey center; this progam was previously funded by the State.

d. We have submitted a proposal, Bilingual Occupational Speaking Skills ($55,528), to increase support services to bilingual students at the Humphrey Center.

e. We hired a Bilingual Career Instruction Manager to provide supportive services to bilingual special needs students throughout the secondary system.

f. At the Humphrey Center we will continue to provide LEP students with the largest bilingual vocational program in the country. Bilingual support services will be increased within middle and high school programs throughout the school system. All these activities have been reported to the State Department monitors.

2. Recruitment and Program development efforts

On April 19, 1984, John Coakley, Juanita Hardrick, and I met with Dr. Glenn regarding recruitment and retention matters. On May 4, we submitted an intitial Action Plan to Dr. Glenn detailing our past and proposed activities. Furthermore, Boston has:

a. Hired the Public Information Specialist as required in Report No. 2.

b. Initiated planning to address the specific items in Dr. Glenn's April 23, 1984 memorandum. After holding planning sessions with Dr. Peterkin and John Coakley, I will submit to you our finalized Action Plan which addresses program retention and supplementary recruitment.

3. Report No. 2 compliance issue: Program evaluation

Boston is in the process of posting a personnel circular for a Specialist in Program Review and Research in order to meet compliance with Report No. 2. There is funding for this compliance item in the FY 85 budget.

4. Report No. 2 compliance issue: City-wide Job Development

Boston is in the process of posting a personnel circular for a Specialist to coordinate all job placement and development city-wide as required within Report No.2. To date, I have not identified funding for this compliance item. This is the only compliance position which we have not yet been able to fill through the conversion of existing and/or vacant positions.

5. 636 proposal

Our central 636 proposal directly addressed Report No. 2. in substantive ways in key areas :

a. Career education and career guidance at middle schools.
b. Career preparation programs at high schools
c. Student recruitment through improved career education, career guidance, and career exploratory programs at middle and high schools

As stated above, we have utilized GSP funds and other Federal funds to address major areas of concern regarding:

1. Bilingual students
2. Student recruitment

The School Department will increase funding to high school career preparation programs through the allocation of resources to the Boston Compact and to the Jobs Collaborative Program. I suggest that we provide the state with a detailed budget analysis and explanation of our GSP expenditures in these areas; they far exceed the supplemental funds from 636 and Vocational Education Act grants.

6. Vocational Education Act grants

As stated above, Boston has utilized its Vocational Education Act grants to address the findings in Report No. 2 in the following program areas:

a. Support services to Bilingual students
b. Support services to special education students
c. Program improvements to all magnet vocational education programs
d. Career guidance for high school students
e. Program improvements to employability programs in district and

magnet high schools

All these grants were submitted to State Department staff at the beginning of April.

C. NEXT STEPS

1. The State Department and School Department meet to review the Long Range Plan as it treats Career and Vocational Education items addressed in the Unified Plan.

2. Boston continues to implement compliance items from Report No. 2 in areas relating to:

   a. Program Evaluation: Assign Specialist.

   b. Coordinated Job Placement: Identify funds and assign Specialist.

c. Distinctive Management: Approve and implement reorganization of Eudcation/Employment department.

3. Boston continues to implement our existing programs and activities in targeted areas:

   a. Recruitment and retention of students
   b. Career education/guidance
   c. Bilingual support services
   d. Program improvements within magnet and district schools.

(May 21, 1984)

ATTACHMENT IV

THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

file

April 13, 1984

Ms. Marlene Godfrey
Regional Center Director
Greater Boston Regional Education Center
27 Cedar Street
Wellesley, Massachusetts 02181

Dear Ms. Godfrey:

Thank you for your letter of March 29, 1984 wherein you request a response to the student discipline findings and recommendations of Volumes I and II of the Department of Education's Report Number II in Boston's Desegregation.

In general I would indicate to you that student discipline in the Boston Public Schools has improved considerably over 1982-83. The attached quarterly report on suspension statistics reveals significant reduction in suspensions and incidents in all categories with the exception of possession of dangerous weapons. The increase in this latter category can be attributed to greater vigilance and greater cooperation among students and staff with respect to the reporting of weapons. In addition the Office of the Deputy Superintendent, School Operations has worked with administrators to create consistent implementation of the Code of Discipline and reporting of incidents. The quality of school-based rules has improved significantly this year and suspendable offenses have been removed from those rules. Finally the Boston Public Schools cooperated with the Safe Schools Commission to produce a set of recommendations for the improvement of school climate in schools, especially secondary schools.

In response to the specific recommendations made on page 533 of Volume II of your report I offer the following:

1. The Boston Public Schools has significantly increased the number of minority administrators. This was in recognition of the changing population in our schools as well as a recognition of the various minority groups now represented. Please note the following:

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a) The first Asian-American Principal was appointed to the Patrick Kennedy School.
b) The second Hispanic Principal was appointed at the Manassah Bradley School.
c) Hispanic Assistant Principals were appointed at the Gardner, Trotter and Blackstone Schools. The first Hispanic Assistant Headmaster was appointed at Charlestown High School.
d) A Black Principal was appointed at the Edwards Middle School, contributing to the improvement in student discipline and school climate at that school.
e) Black Assistant Headmasters were appointed at Boston Latin School and Boston Latin Academy.

2. A proposal has been put before the Superintendent and School Committee for the creation of two teams of Boston teachers proficient in Positive Approaches to Discipline and Reality Therapy. These teams would establish residency in schools for a period of two weeks to a month to determine a plan for the improvement of student discipline and to teach intervention techniques. In addition a general in-service is proposed for schools at the beginning of the year to deal with these topics.

3. I cannot comment on the case load of guidance counselors as indicated in the recommendations.

4. The Boston Student Human Services Collaborative was established this fall to provide additional support services for students. This program will be piloted in 17 schools this spring in order to bring community agency resources to bear upon the academic and social problems of students. The successes of this program, combined with the individual relationship schools currently have with community agencies, should assist these students.

5. As indicated in your own report, new alternative programs were opened at English High School (Fenway Program) and the Martin Luther King Middle School (New Horizons Academy) this year. In addition Boston Prep was supported for a second year. Much of the year was spent by Sid Smith, Director of Alternative Programs, establishing these programs and gaining a greater base in the Chicago Mastery Learning Concept which serves as the basis for the academic program in the alternative schools.

It is the proposition of this office to work with middle school principals and headmasters next year in the creation of additional alternative programs for these levels. Much of the efforts this year have centered around English High School, which will be discussed later.

6. In general class size in the Boston Public Schools is determined by a teacher contract. Average class size in the Boston Public Schools is well below the maximum allowed. It has been the policy of the Boston Public Schools, and continues to be the policy, to provide additional teachers where student population warrants.

7. Additional funds have been made available in the proposed FY 85 budget to provide for textbooks and materials in every school.

8. Significant effort on the part of principals and teachers goes into creating parent outreach programs in our schools. Both the School-Based Management Program and the Boston School Improvement Program work tirelessly to include parents on their planning councils. The Office of the Deputy Superintendent/School Operations and that of the Special Assistant to the Superintendent have worked this year to support the efforts of the Citywide Parents Council in the establishment of School Parent Councils. This office will continue to support these efforts as well as the Home and School Association.

9. Please be advised that I have no intention of ending the policy of disciplinary procedure into district transfers. I have done a review of this process this year and find that disciplinary transfers are one of many items in a repertoire to respond to the very real needs of students. Analysis of students transferred this year show that those who do remain in the Boston Public Schools are successful. While I agree that this procedure needs to be monitored carefully, and my office and that of John Coakley do attempt to do just that, I will continue to discreetly use disciplinary transfer procedure to provide a second chance for students.

I have worked with Community Superintendents and Headmasters to insure greater coordination and communication concerning discplinary transfers. In this fashion it is hoped that students will be afforded a clear alternative to continued disruptive behavior.

10. The Code of Discipline, once reviewed and revised this spring, will be printed this summer for distribution at the beginning of the year. It is my recommendation to the School Committee that the Code of Discipline be shortened to one or two pages and distributed in all of the languages which our students speak.

11. We are currently examining the possibility of reviewing school-based rules in the spring and issuing them at the beginning of the year. Ronald Spratling of my office is heading up that effort and we should make a decision on that in the very near future.

12. With respect to alternatives to discipline, I refer you to the above statements wherein I address the issues of in-school alternatives, training and intervention techniques as well as the reinstitution of student planning centers proposed for next year.

13. Please be advised that I am in the process of revising the Code of Discipline. In addition the Boston School Committee's subcommittee on student safety is reviewing the Code of Discipline with an agenda towards reducing its complexity. The outcome of these recommendations will be a shortened version of the Code of Discipline which will be clear, concise and practical.

14. I have worked with Community Superintendents, Principals and the Department of Safety Services to insure adequate reporting of suspensions and adequate handling of disciplinary cases. Principals and Headmasters are reluctant to give up the practice of sending students without suspension since they feel it is a tool to reduce conflict and tension between administrators and students and allows students an ability to rebound without penalty. However, Principals and Headmasters have been ordered to follow the Code of Discipline and to mete out suspensions where necessary. Please be advised that the philosophy of Boston Public Schools continues to be to use suspension as a last resort.

15. The Boston Public Schools recently developed a promotional policy and accompanying graduation requirements. Deputy Superintendent Oliver Lancaster is currently examining the remediation and implementation phase designed to address these new standards. It is our intention to develop the necessary remediation opportunities for students so that repeating grades is not their only option.

16. Please find attached information on restructuing of English High School which is currently before the Boston School Committee. In this effort English High School will become the "hard work high school" and will contain four schools within a school. This restructuring of English High School is designed to create smaller units within the tower facility and to allow for greater student/teacher contact.

I trust that the above has provided some information on the concerns which you raise. In addition I have attached my draft response to my findings to the Safe Schools Commission wherein many of my recommendations for discipline are included.

If you have any questions please call me at 726-6200, extension 5330.

Sincerely,

Robert S. Peterkin
Deputy Superintendent
School Operations

RSP:hkl

attachments

copy: Robert Spillane
John Coakley
Ronald Spratling

ASSIGNMENTS

STUDENT ASSIGNMENTS

The following supportive documents and analyses have been included:

(a) An analysis of the process of student assignments, with attachments:

- May 11 memo from John Coakley on distribution of assignments
- March 23 memo from John Coakley on the application process
- selection of application and assignment forms
- two circulars from Superintendent Spillane and one from Mr. Coakley on adherence to desegregation orders

(b) Memoranda from Charles Glenn to John Coakley on Extended Day Kindergarten Program applications and assignments, dated April 28 and May 16.

(c) An analysis of the applications and assignments to the Humphrey Occupational Resource Center for 1984-85, with six charts of data. Also included are a memorandum from Charles Glenn to John Coakley (April 23) and an "Action Plan" by James Caradonio, Director of Education and Employment (May 4).

(d) A description of the student transfer process, with an analysis of the numbers of transfers in certain categories.

Student Assignments: PROCESS

The process of giving an assignment for the 1984-85 school year to each student attending or seeking to attend the Boston Public Schools is complex. In addition to the requirement of maximizing desegregation, it is necessary to have a process which will give each student an equal chance for desirable options, will be protected from illicit influence or manipulation, and will take into account the great variety of choices available under the Plan. In addition, this process must be completed within a relatively short period of time.

Since these Reports are intended, in part, to provide information to a broad public, we have included a variety of materials which illustrate the assignment process. These include:

(a) Two "circulars" from Superintendent Spillane, stressing the importance of strict adherence to the Court-ordered process, and a memorandum from Mr. Coakley making the same point. The fact that such communications are felt to be necessary illustrates the need for continued vigilance about attempts to manipulate the assignment process.

(b) Mr. Coakley's memo of March 23, 1984 outlining the assignment process.

(c) Application forms for students new to the Boston Public Schools, illustrating the options available for kindergarten, for elementary, for middle, and for high school. Note that the last also includes the options for the Humphrey Occupational Resource Center, on the reverse side.

(d) A sample from a list of students in one home room, showing what type of application each should receive. In this case, all students are entitled to a guarantee to remain at Brighton High School, unless they request and are granted another assignment.

(e) A Sample - bilingual assignment form; the form received by a student would include a listing of the options available to that student.

(f) A sample of the form (2 sides) for application to participate in the 9th grade exploratory program at the Humphrey Center, and for skill training programs for grades 10-12. Note that the Unified Plan requires that career exploratory programs be provided to all ninth graders, though not that this occur at the Humphrey Center.

(g) Samples of the application forms for students who have the option of remaining in their present schools ("yellow"), and for students who, because of completing the final year of elementary or middle school, are required to make a selection for the following year ("green").

(h) Samples of the notifications of assignment to an advanced work class/academically talented section, to an examination school, or to a substantially-separate program.

Monitoring of the assignment process included the following steps, apart from the review of recruitment and other special measures for certain schools:

(1) Review of target enrollments for advanced work/academically talented classes (including recommendations for increased assignments to certain programs), and of the list of potential invitees.

(2) Review of similar materials for the examination schools.

(3) Review of space matrices for all schools, and provision of an opportunity to comment to state TBE and Special Education officials.

(4) On-site visit to a district office where applications for students new to Boston were being received and authenticated.

(5) Review of preferences expressed by students through the application process, with special attention to kindergartens, magnet schools, high schools, and vocational assignments (see separate discussion).

(6) Review of proposed assignments to schools for grades K-12 (see separate discussion).

(7) Review of vocational education assignments, including assignments to the Humphrey Center (see separate discussion).

P: Sent to Coleman

Read! JRC 5/18

May 11, 1984

MEMORANDUM

To: Community Superintendents, Principals, Headmaster

From: John R. Coakley, Catherine A. Ellison

Subject: Assignments for Students, School Year 1984-85

1. Distribution

   A. Staff of the Department of Implementation will deliver the notices of assignments and related materials to district offices on Wednesday morning, May 16, 1984.

   B. Principals and headmasters are requested to convene with staff of the Department of Implementation on a staggered schedule beginning 12 M to receive and sign for their packages.

2. Directions

   A. Insure the issue of each attending student's assignment on May 17, 1984 or on the afternoon of May 16, if time and convenience allow.

   B. Do not mail assignments to students. This year time is available for absentees, students with home tutors, or students with other particular concerns to receive their assignments during the month from the home school.

   C. Please follow carefully the directions printed on the forms A, B, C.

   D. Do not try to address retentions in grade at this time. Procedures for non-promotions will be disseminated in June, 1984.

3. Correction Process

   A. Duplicate and corrected assignments will be mailed to students in July, 1984.

   B. Addresses, grades, programs that were not submitted to the Department of implementation during the application process will require corrected assigments. Use Form A.

   C. Students who entered the Boston Public Schools after April 13, 1984 will not receive assignments until the mailing in July, 1984.

D. Some students/parents will be dissatisfied because their preferences were not honored. These students are entitled to apply for transfer; but all should be forewarned of the very few transfers granted during the midsummer transfer period.
Reminder: The deadline for application for transfer is July 15, 1984.

E. Assignments for students new to the Boston Public Schools between April 13 and June 30, 1984 will be mailed in July, 1984.

Please refer to the Procedural Manual of the Student Services Unit of the Department of Implementation for designation of policy for assignments, transfers, and corrections of students' data.

CHECK LIST

MATERIALS FOR ASSIGNMENT NOTICES

Item 1: MEMORANDUM FROM JOHN COAKLEY/ CATHERINE ELLISON	
Item 2: ASSIGNMENT NOTICES - in English and in other home language where required	For issue to students in attendance. Do not mail notices. Return undeliverable assignments to DI with Form B on June 14, 1984.
Item 3: SENDING ALPHA PRINT-OUT	For students enrolled prior to April 13, 1984.
Item 4: RECEIVING ALPHA PRINT-OUT	For students enrolled prior to April 13, 1984.
Item 5: FORM A	For request of corrected assignment for change in grade, address, and/or program, i.e., special needs, bilingual, voc. ed., AWC, EDP.
Item 6: FORM B	For accounting the return of undeliverable assignment notices. Return on June 14, 1984.
Item 7: FORM C	For the request of duplicate assignments for those students whose names appear on the school's latest print-out. (Note that date of entry must be before April 13, 1984.)
Item 8: LABELS	For use on Forms A, B, C for High and Middle Schools - Sorted alphabetically by homeroom.

1

THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

BOSTON PUBLIC SCHOOLS
DEPARTMENT OF IMPLEMENTATION
EXTERNAL LIAISON UNIT

M E M O R A N D U M

TO: Principals, Headmasters, Community Superintendents

FROM: John R. Coakley, Catherine A. Ellison

DATE: March 23, 1984

SUBJECT: Application Process for School Year 1984-85

Please be notified of the schedule of responsibilities delineated below for the application process for the coming school year.

I. Orientation of principals, headmasters and staff of District Offices — March 26, 1984

  A. convene in the respective district offices at 11:00 a.m.

  B. pick-up and sign for pre-printed applications and accompanying materials

II. Distribution of pre-printed applications to students

  A. issue to each student the application and an envelope — March 27
  Please instruct each student to fold the application lengthwise before inserting in envelope.

  B. account for each application issued to students and each application not issued by notation on the homeroom print-out (Item 2)

III. Correction Period

  A. Request for corrected application: Form A (Item 4) — March 27-March 30
  Submit daily, but not later than March 30, 1984 at 2:00 p.m., to the district office a completed "Request Form" stapled to the pre-printed application for each student whose application contains an error which would affect the student's assignment

B. request for duplicate applications: Form B (Item 5) Submit daily, but not later than March 30 at 1:00 p.m. to the district office a completed "Request Form" for each student who does not receive or who loses her/his application

C. be very circumspect in examining an application for an error, especially in comparing an address and the community district school pre-printed on the application

D. do not return for correction applications with misinformation that does not affect assignments, e.g., homeroom number, spelling, apartment numbers, or street numbers with fractions or letters of the alphabet; these kinds of information may be corrected after the application process by submission of signed letterheads

IV. Return of Applications (on-going) — March 27-April 6

A. account for each application returned by students by notations on the homeroom print-out (Item 2) that was used to account for the distribution of the applications

B. submit daily to the district office those applications returned by students

V. Distribution of Corrected Applications — April 4

A. pick-up and sign for at the district office corrected and duplicated applications for those students for whom "Request Forms" were submitted on or before March 30, 1984

B. see directions in II, A and B above

VI. Last Day for Returned Applications — April 11
corrected and duplicated applications, are submitted to the district office by 2:00 p.m.

Note: Processing cannot be assured for any applications submitted after April 11, 1984

Complete fully an affidavit for each application that is not returned by student

VII. Kindergartens

The application process for kindergarten 1984-85 will be held in district offices from March 27-April 11 and from April 2 to April 11 in those elementary schools offering classes for kindergarten.

Principals must insure that:

a. parents are notified that prospective enrollees must be five years of age on or before December 31, 1984;

b. each signed, completed application is submitted with a birth certificate, two proofs of address, and Lau forms.

VIII. New to Boston Public Schools

Students in grade 1 - 11 who are not enrolled currently in the Boston Public Schools must be referred to the district office to complete applications for 1984-85. Those applications completed and submitted between March 27 and April 11 will be processed with all other applications. Those applications submitted after April 11 will require assignments to be mailed during the summer of 1984, just prior to the opening of school in September, 1984.

Notes:

1. Principals/headmasters must be particularly concerned for the security of all materials related to this application process. Absenteeism or error by school personnel cannot be a factor for the loss, late return, or non-return of applications.

2. Department of Implementation Staff in District Offices

District	Staff
I	Roger Cunningham
II	Kathy Sparks
III	Lydia Foster
IV	Patricia Blume
V	Shirley Burke
VI	Thomas O'Brien
VII	Shirley Gooding
VIII	Ann Richards
IX	Carl Nickerson

3. Information Center (726-6555)
School Days, March 26 to April 11, 1984 - 7:30 a.m. to 5:15 p.m.

4. Department of Implementation Contacts at 26 Court Street

Lydia Francis
Ethel Flores
Shirley Gooding
726-6555

Direct inquiries to the staff members listed here. Please do not call John Canty with each inquiry.

BOSTON PUBLIC SCHOOLS
APPLICATION FOR STUDENT ASSIGNMENT
KINDERGARTEN
STUDENTS NOT ENROLLED CURRENTLY

For office use only

L. Pref.	1	2	3	4	5	6
☐	☐☐☐	☐	☐	☐	☐	☐

I. Results of LAU Home Language Survey

A. Based on the results of the LAU Home Language Survey, does the student require a bilingual educational program?

Yes __________ No __________

B. If the answer to question A is *yes*, parent/guardian must fill in the appropriate Bilingual Application only.
If the answer to question A is *no*, parent/guardian must fill in this application only.

II. Personal Information (Please print) Date ____________________

Name of Student Last ____________________ First ____________________ Middle Initial ______

Sex M ____ F ____ Date of Birth Mo. ____ Day ____ Yr. ______

Address ________ Apt. No. ________ Street No. ____________ Street ________ Section of City ________ Zip Code

Home Phone No. ____________________ Emergency Phone No. ____________________

Name of Parent/Guardian Last ____________________ First ____________________ Middle Initial ______

Student's Last School of Assignment: ____________ School Name ________ City ________ State

Race or Ethnic Group. (Check one of the following):

Black 1 ________ White 2 ________ Asian 3 ________ Hispanic 5 ________ Native American 6 ______ (American Indian)

III. Choice(s) of Assignment:

Directions: Mark number 1 next to the school of your first choice.
Mark number 2 next to the school of your second choice.
Mark number 3 next to the school of your third choice.
Sign this application at the bottom.

NO CHOICES FOR MAGNET SCHOOLS MAY BE GUARANTEED

Half-Day Programs

20 _____ Community District School
14 _____ Curley Elementary
17 _____ Haley Elementary
30 _____ Jackson-Mann Elementary
32 _____ Ohrenberger Elementary
33 _____ Trotter Elementary

Extended-Day Program

21 _____ Community District School
34 _____ Guild
35 _____ Hale
36 _____ Hennigan
37 _____ McKay
09 _____ Adams (Black and other minority students from Districts 1 - 7 only)
13 _____ Hernandez

Entrance Code ____________ (For Office Use Only)

UPON ADMISSION TO SCHOOL, THE STUDENT NEW TO THE BOSTON PUBLIC SCHOOLS MUST PRESENT A RECORD OF IMMUNIZATIONS.

Signature of Parent/Guardian ______________________________ Date ____________

Verifier must attach Two Proofs of Address,
a Birth Certificate for Grade 1, and Language Forms.

____
Signature of Verifier, District/School

BOSTON PUBLIC SCHOOLS
APPLICATION FOR STUDENT ASSIGNMENT
ELEMENTARY SCHOOL LEVEL
STUDENTS NOT ENROLLED CURRENTLY

For office use only

L. Pref. ☐ 1 ☐☐☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐

I. Results of LAU Home Language Survey

A. Based on the results of the LAU Home Language Survey, does the student require a bilingual educational program?

Yes ________ No ________

B. If the answer to question A is *yes*, parent/guardian must fill in the appropriate Bilingual Application only.
If the answer to question A is *no*, parent/guardian must fill in this application only.

II. Personal Information (Please print) Date ____________

Name of Student Last ____________ First ____________ Middle Initial ____

Sex M ____ F ____ Date of Birth Mo. ____ Day ____ Yr. ____

Address ______ Apt. No. ______ Street No. ______ Street ______ Section of City ______ Zip Code

Home Phone No. ____________ Emergency Phone No. ____________ Grade for September. ____

Name of Parent/Guardian Last ____________ First ____________ Middle Initial ____

Student's Last School of Assignment: ______ School Name ______ City ______ State

Race or Ethnic Group. (Check one of the following):

Black 1 ______ White 2 ______ Asian 3 ______ Hispanic 5 ______ Native American 6 ______ (American Indian)

III. Choice(s) of Assignment:

Directions: Mark number 1 next to the school of your first choice.
Mark number 2 next to the school of your second choice.
Mark number 3 next to the school of your third choice.

NO CHOICES FOR MAGNET SCHOOLS MAY BE GUARANTEED

20______Community District School
14______Curley Elementary
15______Guild Elementary
16______Hale Elementary
17______Haley Elementary
18______Hennigan Elementary
19______Hernandez Elementary
30______Jackson-Mann Elementary
31______McKay Elementary (program ends at grade 6)
32______Ohrenberger Elementary
33______Trotter Elementary

Entrance Code ____________
(For Office Use Only)

UPON ADMISSION TO SCHOOL, THE STUDENT NEW TO THE BOSTON PUBLIC SCHOOLS MUST PRESENT A RECORD OF IMMUNIZATIONS.

Signature of Parent/Guardian ____________ Date ____________

Verifier must attach Two Proofs of Address,
a Birth Certificate for Grade 1, and Language Forms.

____
Signature of Verifier, District/School

BOSTON PUBLIC SCHOOLS
APPLICATION FOR STUDENT ASSIGNMENT
MIDDLE SCHOOL LEVEL
STUDENTS NOT ENROLLED CURRENTLY

For office use only

L. Pref.	1	2	3	4	5	6
☐	☐☐☐	☐	☐	☐	☐	☐

I. Results of LAU Home Language Survey

A. Based on the results of the LAU Home Language Survey, does the student require a bilingual educational program?
Yes __________ No __________

B. If the answer to question A is *yes*, parent/guardian must fill in the appropriate Bilingual Application only.
If the answer to question A is *no*, parent/guardian must fill in this application only.

II. Personal Information (Please print) Date ____________________

Name of Student Last ____________________ First ____________________ Middle Initial ________

Sex M ____ F ____ Date of Birth Mo. ______ Day ______ Yr. ______

Address ________ Apt. No. ________ Street No. ____________ Street ________ Section of City ________ Zip Code

Home Phone No. ______________ Emergency Phone No. ______________ Grade for September ________

Name of Parent/Guardian Last ____________________ First ____________________ Middle Initial ________

Student's Last School of Assignment: ____________ School Name ________ City ________ State

Race or Ethnic Group. (Check one of the following):

Black 1 ________ White 2 ________ Asian 3 ________ Hispanic 5 ________ Native American 6 ________ (American Indian)

III. Choice(s) of Assignment:

Directions: Mark number 1 next to the school of your first choice.
Mark number 2 next to the school of your second choice.
Mark number 3 next to the school of your third choice.

NO CHOICES FOR MAGNET SCHOOLS MAY BE GUARANTEED

20. ______ Community District School
60. ______ King Middle
61. ______ Mackey Middle
62. ______ Wheatley Middle
31. ______ McKay School (program ends at grade 6)
76. ______ Umana School of Science and Technology (entry at grades 7 and 8 only)
63. ______ Tobin (Residents of District I only)

Entrance Code ____________________
(For Office Use Only)

UPON ADMISSION TO SCHOOL, THE STUDENT NEW TO THE BOSTON PUBLIC SCHOOLS MUST PRESENT A RECORD OF IMMUNIZATIONS.

Signature of Parent/Guardian ______________________________ Date ____________

Verifier must attach Two Proofs of Address and Language Forms. ______________________________
Signature of Verifier, District/School

STUDENT APPLICATION
HUBERT HUMPHREY OCCUPATIONAL RESOURCE CENTER

Name of Student Last ______________________ First ______________________ Date of Birth Mo. ____ Day ____ Yr. ____

In addition to making one, two, or three choices for District or Magnet High Schools on the front side of this application, you may choose to participate in the Exploratory Program (grade 9 only) or the Skill Training Program (grades 10, 11, and 12 only). You will attend one half day at your assigned high school and one half day at the Humphrey Center.

COMPLETE ONLY ONE SECTION

SECTION I

STUDENTS ENTERING GRADE 9

EXPLORATORY PROGRAM

Directions: Check either box A or box B. Do not check both boxes.

A ☐ I want to participate in the Grade Nine Exploratory Program at the Humphrey Center.
B ☐ I do not want to participate in the Grade Nine Exploratory Program at the Humphrey Center.

Note: This Program is offered for one half day for one half year, either first or second semester.

SECTION II

STUDENTS ENTERING GRADES 10, 11 AND 12

SKILL TRAINING HALF DAY PROGRAMS

CHECK EITHER BOX A OR BOX B. DO NOT CHECK BOTH BOXES.

A ☐ I want to make one or more choices for assignment

DIRECTIONS: If you check Box A

- Mark number 1 next to the program of your first choice
- Mark number 2 next to the program of your second choice
- Mark number 3 next to the program for your third choice
- Mark number 4 next to the program of your fourth choice
- Mark number 5 next to the program of your fifth choice
- Sign this application at the bottom.

HA___ Food Service
HB___ Retailing, Marketing and Management
HC___ Cabinetmaking
HD___ Carpentry
HE___ Plumbing
HF___ Building Maintenance and Repair
HG___ Autobody Repair Laboratory
HH___ Machine Laboratory
HI___ Sheet Metal Laboratory
HJ___ Welding Laboratory
HK___ Advanced Office and Management
HL___ Legal Office Procedures
HM___ Dental Assistant
HN___ Word Processing
HO___ Banking
HP___ Child Care
HQ___ Cosmetology
HR___ Fashion/Interior Design

HS___ Hotel Hospitality
HT___ Data Processing
HU___ Health Aide
HV___ Health Laboratory Skills
HW___ Medical Office Assistant
HX___ Nursing Assistant
HY___ Electricity
HZ___ Electronics
H1___ Heating, Air Conditioning, Refrigeration
H2___ Commercial Design
H3___ Illustration/Advertising
H4___ Machine Drafting
H5___ Photographic Technology
H6___ Printing
H7___ Television Production
H8___ Automotive/Truck Repair
H9___ Marine and Small Engine Repair

B ☐ I do not want [illegible] the half day [illegible] at the Humphrey Center

DIRECTIONS: If you check Box B

•Sign this application at the bottom

Signature of Parent or Guardian ______________________

Signature of Student (if 18 years of age or older) ______________________

– Two Sided Copy –

APPLICATION FOR STUDENT ASSIGNMENT
HIGH SCHOOL LEVEL
STUDENTS NOT ENROLLED CURRENTLY

For Office Use Only

L. Pref.	1	2	3	4	5	6
☐	☐☐☐	☐	☐	☐	☐	☐

I. Results of LAU Home Language Survey

A. Based on the results of the LAU Home Language Survey, does the student require a bilingual educational program?

Yes __________ No __________

B. If the answer to question A is yes, parent/guardian must fill in the appropriate Bilingual Application only.
If the answer to question A is no, parent/guardian must fill in this application only.

II. Personal information (Please print) Date ______________________

Name of Student Last ______________________ First ______________________ **Middle Initial** __________

Sex M _____ F _____ Date of Birth **Mo.** _____ **Day** _____ **Yr.** _____

Address ____
Apt. No. Street No. Street Section of City Zip Code

Home Phone No. ______________________ **Emergency Phone No.** ______________________ **Grade for September** __________

Name of Parent/Guardian Last ______________________ First ______________________ **Middle Initial** __________

Student's Last School of Assignment ____
School Name City State

Race or Ethnic Group (Check one of the following):

Black 1 __________ **White 2** __________ **Asian 3** __________ **Hispanic 5** __________ **Native American 6 (American Indian)** __________

NO CHOICES MAY BE GUARANTEED

III. Choice(s) of Assignment:

Directions: Mark number 1 next to school of your first choice
Mark number 2 next to the school of your second choice
Mark number 3 next to the school of your third choice

20 _____ Community District High School
71 _____ English High School
72 _____ Boston High School
73 _____ International High School at Copley Square High School (entry at grade 9 and 10 only)
74 _____ Copley Square High School
75 _____ Madison Park High School
76 _____ Umana School (entry at grades 9 and 10 only)
77 _____ Music Magnet at Madison Park High School (entry at grades 9 and 10 only)
80 _____ Business Education at East Boston High School (entry at grades 9 and 10 only)
81 _____ Automotive at Brighton High School (entry at grades 9 and 10 only)
82 _____ Agri-Business at West Roxbury High School (entry at grades 9 and 10 only)
83 _____ Machine Shop at Hyde Park High School (entry at grades 9 and 10 only)
84 _____ Architectural Woodworking at Dorchester High School (entry at grades 9 and 10 only)
85 _____ Urban Retrofit Program at Dorchester High School (entry at grades 9 and 10 only)
86 _____ Health Careers Magnet at Dorchester High School (entry at grades 9 and 10 only)
87 _____ Interior Design at Dorchester High School (entry at grades 9 and 10 only)
88 _____ Performing and Visual Arts at English High School (entry at grades 9 and 10 only)

Entrance Code ______________
(For Office Use Only)

UPON ADMISSION TO SCHOOL, THE STUDENT NEW TO THE BOSTON PUBLIC SCHOOLS MUST PRESENT A RECORD OF IMMUNIZATIONS.

Signature of Parent/Guardian ____ Date ______________

Verifier must attach Two Proofs of Address and Language Forms

– Two Sided Copy –

03/15/84 HOME ROOM ALPHA APPLICATIONS FOR STUDENT ASSIGNMENT, 1984-85 PAGE 4

1040 BRIGHTON HIGH DISTRICT- 1 HOME ROOM 103

SCHOOL CODE	STUDENT NUMBER	STUDENT NAME	ADDRESS		DATE OF BIRTH	GRD	R	GEO	SN	BIL	TYPE OF APPLICATION
1040	568560	[redacted] ALEXANDER	405WASHINGTON ST	02135	02/09/66	11	2	761			OPTION WITH GUARANTEE (YELLOW)
1040	774103	[redacted] GERMAINE M	887HUNTINGTON AV	02115	07/13/67	11	1	611			OPTION WITH GUARANTEE (YELLOW)
1040	806059	[redacted] ANTHONY P	5 1171BOYLSTON ST	02215	10/11/67	11	1	626			OPTION WITH GUARANTEE (YELLOW)
1040	656003	[redacted] YEE DAN	15DEWEY RD	02134	10/21/67	11	3	803			OPTION WITH GUARANTEE (YELLOW)
1040	754636	[redacted] BRENDA L	196PARKER HILL AV	02120	02/13/67	11	5	505			OPTION WITH GUARANTEE (YELLOW)
1040	797033	[redacted] NADIA	6 1200COMMONWEALTH AV	02134	10/03/66	10	3	796			OPTION WITH GUARANTEE (YELLOW)
1040	600624	[redacted] RAUL A	12PRATT ST	02134	01/07/66	11	5	800			OPTION WITH GUARANTEE (YELLOW)
1040	798785	[redacted] VALERIE M	10WEN WHITNEY ST	02115	02/21/68	10	1	611			OPTION WITH GUARANTEE (YELLOW)
1040	524508	[redacted] MARK	1 83WENSLEY ST	02120	08/24/66	11	1	504	12		OPTION WITH GUARANTEE (YELLOW)
1040	774502	[redacted] SOK HENG	431FANEUIL ST	02135	11/08/66	10	3	755			OPTION WITH GUARANTEE (YELLOW)
1040	529575	[redacted] ALEXANDER	249CAMBRIDGE ST	02134	12/01/66	11	3	816			OPTION WITH GUARANTEE (YELLOW)
1040	438520	[redacted] BENJAMIN	5LEICESTER ST	02135	10/02/66	11	3	770			OPTION WITH GUARANTEE (YELLOW)
1040	677011	[redacted] ROBERT A	763 601PARKER ST	02120	01/23/67	11	1	848	42		OPTION WITH GUARANTEE (YELLOW)
1040	780260	[redacted] DUY QUANG	1 170KELTON ST	02134	09/02/67	11	3	793			OPTION WITH GUARANTEE (YELLOW)
1040	447319	[redacted] RODNEY	303 25PLANT CT	02130	09/23/66	10	1	561			OPTION WITH GUARANTEE (YELLOW)
1040	795168	[redacted] RUBEN	29EVERGREEN ST	02130	05/19/67	11	5	607			OPTION WITH GUARANTEE (YELLOW)
1040	666189	[redacted] ANTHONY	13 66PETERBOROUGH ST	02215	11/03/65	11	1	625			OPTION WITH GUARANTEE (YELLOW)
1040	540610	[redacted] SABRINA L	45ROUND HILL ST	02130	01/07/67	09	1	583			OPTION WITH GUARANTEE (YELLOW)
1040	781204	[redacted] MARGARET A	335SYMPHONY RD	02115	07/06/67	11	1	619			OPTION WITH GUARANTEE (YELLOW)
1040	666214	[redacted] VALENTINA M	37ADAMSON ST	02134	02/14/67	11	2	809			OPTION WITH GUARANTEE (YELLOW)
1040	479955	[redacted] MMARIA	18HIGHGATE ST	02134	04/28/66	10	5	801			OPTION WITH GUARANTEE (YELLOW)
1040	778002	[redacted] RHONDA F	12RANSOM RD	02135	02/04/66	11	1	785			OPTION WITH GUARANTEE (YELLOW)
1040	548161	[redacted] ANTHONY	402 50ST ALPHONSUS ST	02120	05/13/66	11	1	849	41		OPTION WITH GUARANTEE (YELLOW)
1040	779836	[redacted] SIN	16HARVARD TER	02134	04/16/65	11	3	802			OPTION WITH GUARANTEE (YELLOW)
1040	564417	[redacted] MARTIN JR	303 65WESTLAND AV	02115	03/30/66	10	5	619			OPTION WITH GUARANTEE (YELLOW)
1040	493348	[redacted] WILLIAM	1687COMMONWEALTH AV	02135	12/01/65	11	1	736	11		OPTION WITH GUARANTEE (YELLOW)
1040	561209	[redacted] SCARLETTIA	32OREGON CT	02120	07/28/67	11	1	848			OPTION WITH GUARANTEE (YELLOW)
1040	709354	[redacted] FLORETTE	2132 250RUGGLES ST	02120	01/09/67	11	1	509			OPTION WITH GUARANTEE (YELLOW)
1040	736084	[redacted] EDWARD	3 81BRIGHTON AV	02134	06/21/67	11	3	800			OPTION WITH GUARANTEE (YELLOW)

2

BEST COPY AVAILABLE

2

BOSTON PUBLIC SCHOOLS
APPLICATION FOR STUDENT ASSIGNMENT

PERSONAL INFORMATION:

LAST NAME OF STUDENT FIRST M.I. D.O.B.

PRESENT GRADE HOME ROOM PRESENT SCHOOL RACE

NO. STREET NAME CITY ZIP APT. NO.

II. Check either Box A or Box B. Do not check both boxes.

Marque el encasillado A o el encasillado B. No los marque los dos a la misma vez. Marque solamente un encasillado.

Điền vào phần A hoặc phần B. Đừng điền vào cả hai

Contrassegnate con una crocetta una delle caselle A o B. Non contrassegnate ambedue le caselle.

請選擇下列A或B項，但不要同時選兩項。

Assinalar apenas uma das letras A ou B. Não assinalar ambas, somente uma.

3

☐ A. I want to be assigned to bilingual education for the school year 1984-85 (Turn to directions on reverse side)

Yo quiero ser asignado a un programa de Educacion Bilingue para el año escolar 1984-85 (Lea las instrucciones en la parte de atras de esta hoja)

Tôi muốn được học chương trình song ngữ. 1984-85 (xem cách điền nơi trang khác)

Desidero essere iscritto ad un programma bilingue per l'anno scolastico 1984-85 (Per le istruzioni guardare a tergo)

我希望被分配到 1984-85 學年的雙重語言班（轉至反面）

Quero ser matriculado na Educação Bilingue durante o ano lectivo 1984-85 (ver instruções no verso)

☐ B. I do not want to be assigned to bilingual education for the school year 1984-85 (Turn to directions on reverse side)

Yo no quiero que se me asigne a un programa de Educacion Bilingue para el año escolar 1984-85 (Lea las instrucciones en la parte de atras de esta hoja)

Tôi không muốn học chương trình song ngữ. 1984-85 (Xem cách điền nơi trang khác)

Non desidero essere iscritto ad un programma bilingue per l'anno scolastico 1984-85 (Per le istruzioni guardare a tergo)

我不願意被分到 1984-85 學年的雙重語言班（轉至反面）

Não quero ser matriculado na Educação Bilingue durante o ano lectivo 1984-85 (ver instruções no verso)

BLUE

SIGNATURE OF PARENT OR GUARDIAN

SIGNATURE OF STUDENT (IF 18 YEARS OF AGE OR OLDER)

RETURN THIS APPLICATION TO THE HOMEROOM TEACHER BY_______________. KEEP BOTTOM COPY FOR YOUR RECORDS

REMOVE BOTTOM COPY. FOLD TOP COPY LENGTHWISE. PEEL BACK TAPE AND SEAL. NO RETURN ENVELOPE NEEDED.

BOSTON PUBLIC SCHOOLS
STUDENT APPLICATION
HUBERT H. HUMPHREY
OCCUPATIONAL RESOURCE CENTER
FOR GRADE 9 DURING 1984-85

3

PERSONAL INFORMATION:

ST NAME OF STUDENT	FIRST	M.I.	D.O.B.

ESENT GRADE	HOME ROOM	PRESENT SCHOOL	RACE

D	STREET NAME	CITY	ZIP	APT NO

EXPLORATORY PROGRAM FOR GRADE 9 DURING 1984-85.

PROGRAMA EXPLORATORIO SOLAMENTE PARA EL NOVENO GRADO 1984-85
[illegible] 1984-85 [illegible]
PROGRAMME EXPLORATIF SEULEMENT POUR ÉLÈVES DE NEUVIÈME POUR L'ANNÉE ACADEMIQUE 1984-85
[illegible] 1984-85
PROGRAMMA ESPLORATORIO SOLO PER IL GRADO NONO DURANTE L'ANNO 1984-85
PROGRAMA EXPLORATÓRIO SOMENTE PARA O GRAO 9º NO ANO ELECTIVO 1984-85
CHƯƠNG TRÌNH KHẢO SÁT DANH RIÊNG CHO LỚP 9 NIÊN KHÓA 1984-85
[illegible] 1984-85 . [illegible]

DIRECTIONS: CHECK EITHER BOX "A" OR BOX "B". DO NOT CHECK BOTH BOXES.
INSTRUCCIONES: MARQUE UNO DE LOS SIGUIENTES ENCASILLADOS "A" O "B" NO MARQUE AMBOS ENCASILLADOS.
請在空格" A "或" B "中選擇合適答案
INSTRUCTIONS: MARQUEZ D'UN CROCHET L'UN OU L'AUTRE CASIER "A" OU CASIER "B" NE MARQUEZ PAS LES DEUX CASIERS.
ΟΔΗΓΙΕΣ: ΣΗΜΕΙΩΣΤΕ ΕΙΤΕ ΤΟ ΚΟΥΤΙ "A" "B" ΟΧΙ ΚΑΙ ΤΑ ΔΥΟ
DIREZIONI: INDICARE QUALE SCEGLIETE: "A" O "B." NON INDICARE TUTTE E DUE.
INSTRUÇÕES: ASSINAL ATENAS UMA DAS CATEGORIAS "A" OU "B." NÃO ASSINALAR AS DUAS CATEGORIAS.
LỜI CHỈ BẢO: XIN ĐÁNH DẤU A HOẶC DẤU B. XIN ĐỪNG ĐÁNH DẤU CẢ HAI A VÀ B.
[illegible]

PINK

☐ A. **I WANT TO PARTICIPATE IN THE EXPLORATORY PROGRAM AT THE HUMPHREY CENTER.**

DESEOPARTICIPAR EN EL PROGRAMA EXPLORATORIO DEL CENTRO HUMPHREY.
我想參加在 Humphrev 中心舉辦的職業探索課程
JE VEUX PARTICIPER DANS LE PROGRAMME EXPLORATIF AU CENTRE HUMPHREY.
ΘΕΛΩ ΝΑ ΛΑΒΩ ΜΕΡΟΣ ΣΤΟ ΕΞΕΡΕΥΝΗΤΙΚΟ ΠΡΟΓΡΑΜΜΑ ΤΟΥ ΚΕΝΤΡΟΥ HUMPHREY (ΧΑΜΦΡΙ)
VOGLIO PARTICIPARE NEL PROGRAMMA ESPLORATORIO AL CENTRO HUMPHREY.
DESEJO PARTICIPAR NO PROGRAMA EXPLORATÓRIO NO "HUMPHREY CENTER."
TÔI MUỐN THAM GIA VÀO LỚP KHẢO SÁT NÀY TAI TRUNG TÂM HUMPHREY.
[illegible] Humphrey Center. [illegible]

☐ B. **I DO NOT WANT TO PARTICIPATE IN THE EXPLORATORY PROGRAM AT THE HUMPHREY CENTER**

NO DESEO PARTICIPAR EN EL PROGRAMA EXPLORATORIO EN EL CENTRO HUMPHREY.
我不想參加在 Humphrev 中心舉辦的職業探索課程
JE NE VEUX PAS PARTICIPER DANS LE PROGRAMME EXPLORATIF AU CENTRE HUMPHREY.
ΔΕΝ ΘΕΛΩ ΝΑ ΛΑΒΩ ΜΕΡΟΣ ΣΤΟ ΕΞΕΡΕΥΝΗΤΙΚΟ ΠΡΟΓΡΑΜΜΑ ΤΟΥ ΚΕΝΤΡΟΥ HUMPHREY
NON VOGLIO PARTICIPARE NEL PROGRAMMA ESPLORATORIO AL CENTRO HUMPHREY.
NÃO DESEJO PARTICIPAR NO PROGRAMA EXPLORATÓRIO NO "HUMPHREY CENTER."
TÔI KHÔNG MUỐN THAM GIA VÀO LỚP KHẢO SÁT NÀY TAI TRUNG TÂM HUMPHREY.
[illegible] Humphrey Center. [illegible]

GNATURE OF PARENT OR GUARDIAN ______________________

SIGNATURE OF STUDENT (IF 18 YEARS OF AGE OR OLDER) ______________________

ETURN THIS APPLICATION TO THE HOMEROOM TEACHER BY ____________. KEEP BOTTOM COPY FOR YOUR RECORDS

REMOVE BOTTOM COPY. FOLD TOP COPY LENGTHWISE. PEEL BACK TAPE AND SEAL. NO RETURN ENVELOPE NEEDED.

BOSTON PUBLIC SCHOOLS
APPLICATION FOR STUDENT ASSIGNMENT
HUBERT HUMPHREY OCCUPATIONAL RESOURCE CENTER
SKILL TRAINING HALF DAY PROGRAMS (ENTRY FOR GRADES 10, 11 and 12)

3

PERSONAL INFORMATION:

LAST NAME OF STUDENT ____ FIRST ____ M.I. ____ D.O.B. ____

PRESENT GRADE ____ HOME ROOM ____ PRESENT SCHOOL ____ RACE ____

NO. ____ STREET NAME ____ CITY ____ ZIP ____ APT. NO. ____

NOTE: IF A STUDENT IS DESIGNATED TO ATTEND A SKILL TRAINING HALF DAY PROGRAM, THAT STUDENT WILL ATTEND ONE HALF DAY AT HIS/HER ASSIGNED HIGH SCHOOL AND ONE HALF DAY AT THE HUMPHREY CENTER.

☐ A. **I WANT TO PARTICIPATE IN THE SKILL TRAINING HALF DAY PROGRAM**

PINK

HA ___ FOOD SERVICE
HB ___ RETAILING, MARKETING AND MGMT.
HC ___ CABINETMAKING
HD ___ CARPENTRY
HE ___ PLUMBING
HF ___ BUILDING MAINTENANCE AND REPAIR
HG ___ AUTOBODY REPAIR LABORATORY
HH ___ MACHINE LABORATORY
HI ___ SHEET METAL LABORATORY
HJ ___ WELDING LABORATORY
HK ___ ADVANCED OFFICE AND MANAGEMENT
HL ___ LEGAL OFFICE PROCEDURES
HM ___ DENTAL ASSISTANT
HN ___ WORD PROCESSING
HO ___ BANKING
HP ___ CHILD CARE
HQ ___ COSMETOLOGY
HR ___ FASHION / INTERIOR DESIGN
HS ___ HOTEL HOSPITALITY
HT ___ DATA PROCESSING
HU ___ HEALTH AIDE
HV ___ HEALTH LABORATORY SKILLS
HW ___ MEDICAL OFFICE ASSISTANT
HX ___ NURSING ASSISTANT
HY ___ ELECTRICAL TECHNOLOGY
HZ ___ ELECTRONIC TECHNOLOGY
H1 ___ HEATING, AIR CONDITIONING, REFRIGERATION
H2 ___ COMMERCIAL DESIGN
H3 ___ ILLUSTRATION/ADVERTISEMENT
H4 ___ MACHINE DRAFTING
H5 ___ PHOTOGRAPHIC TECHNOLOGY
H6 ___ PRINTING
H7 ___ TELEVISION PRODUCTION
H8 ___ AUTOMOTIVE / TRUCK REPAIR
H9 ___ MARINE AND SMALL ENGINE REPAIR

☐ B. **I DO NOT WANT TO PARTICIPATE IN THE SKILL TRAINING HALF DAY PROGRAM**

SIGNATURE OF PARENT OR GUARDIAN ____

SIGNATURE OF STUDENT (IF 18 YEARS OF AGE OR OLDER) ____

RETURN THIS APPLICATION TO THE HOMEROOM TEACHER BY ____________. KEEP BOTTOM COPY FOR YOUR RECORDS

REMOVE BOTTOM COPY. FOLD TOP COPY LENGTHWISE. PEEL BACK TAPE AND SEAL. NO RETURN ENVELOPE NEEDED.

BOSTON PUBLIC SCHOOLS
APPLICATION FOR STUDENT ASSIGNMENT

3

I. PERSONAL INFORMATION:

LAST NAME OF STUDENT FIRST M.I. D.O.B.

PRESENT GRADE HOME ROOM PRESENT SCHOOL RACE

NO. STREET NAME CITY ZIP APT NO.

If printed address is incorrect, please attach copies of two pre-printed proofs of your correct address (e.g. utility bills, driver's license).

II. **CHECK EITHER BOX "A" OR BOX "B". DO NOT CHECK BOTH BOXES.**

☐ A. I WANT TO BE ASSIGNED FOR THE SCHOOL YEAR TO MY

I DO NOT WANT TO MAKE ANY OTHER CHOICE. I UNDERSTAND I SHALL BE ASSIGNED AUTOMATICALLY TO THIS SCHOOL.

IF YOU CHECK BOX "A," MAKE NO CHOICES BELOW AND SIGN THIS APPLICATION AT THE BOTTOM

☐ B. I WANT TO MAKE ONE OR MORE CHOICES FOR THE SCHOOL YEAR I UNDERSTAND THAT IF I DO NOT RECEIVE ONE OF MY CHOICES, I SHALL BE ASSIGNED TO MY

IF YOU CHECK BOX "B":

- MARK NUMBER 1 NEXT TO THE NAME OF THE SCHOOL OF YOUR FIRST CHOICE
- MARK NUMBER 2 NEXT TO THE NAME OF THE SCHOOL OF YOUR SECOND CHOICE
- MARK NUMBER 3 NEXT TO THE NAME OF THE SCHOOL OF YOUR THIRD CHOICE
- SIGN THIS APPLICATION AT BOTTOM

YELLOW

GNATURE OF PARENT OR GUARDIAN DATE SIGNATURE OF STUDENT (IF 18 YEARS OF AGE OR OLDER)

ETURN THIS APPLICATION TO THE HOMEROOM TEACHER BY ____________. KEEP BOTTOM COPY FOR YOUR RECORDS

REMOVE BOTTOM COPY. FOLD TOP COPY LENGTHWISE. PEEL BACK TAPE AND SEAL. NO RETURN ENVELOPE NEEDED.

BOSTON PUBLIC SCHOOLS
APPLICATION FOR STUDENT ASSIGNMENT

3

. PERSONAL INFORMATION:

LAST NAME OF STUDENT FIRST M.I. D.O.B.

PRESENT GRADE HOME ROOM PRESENT SCHOOL RACE

NO. STREET NAME CITY ZIP APT. NO.

If printed address is incorrect, please attach copies of two pre-printed proofs of your correct address (e.g. utility bills, driver's license).

II. **CHOICE(S) OF ASSIGNMENT**

DIRECTIONS

- ● MARK NUMBER NEXT TO THE NAME OF THE SCHOOL OF YOUR FIRST CHOICE
- ● MARK NUMBER NEXT TO THE NAME OF THE SCHOOL OF YOUR SECOND CHOICE
- ● MARK NUMBER NEXT TO THE NAME OF THE SCHOOL OF YOUR THIRD CHOICE
- ● SIGN THIS APPLICATION AT BOTTOM

NO CHOICE MAY BE GUARANTEED

GREEN

GNATURE OF PARENT OR GUARDIAN

SIGNATURE OF STUDENT (IF 18 YEARS OF AGE OR OLDER)

ETURN THIS APPLICATION TO THE HOMEROOM TEACHER BY ____________. KEEP BOTTOM COPY FOR YOUR RECORDS

REMOVE BOTTOM COPY. FOLD TOP COPY LENGTHWISE. PEEL BACK TAPE AND SEAL. NO RETURN ENVELOPE NEEDED.

SAMPLE

TO BE ISSUED TO STUDENTS INVITED TO AWC/ATS FOR 198 -198 . THIS NOTICE SHOULD BE INCLUDED WITH THE PERSONAL APPLICATION FOR EACH OF THESE STUDENTS.

* * * BOSTON PUBLIC SCHOOLS * * *

STUDENT NAME   STUDENT NUMBER

THE DEPARTMENT OF IMPLEMENTATION RECENTLY ADVISED YOU THAT THE STUDENT NAMED ABOVE WOULD BE INVITED FOR ASSIGNMENT FOR 198 -8 TO THE ADVANCED WORK CLASS/ACADEMICALLY TALENTED SECTION AT THE

SCHOOL CODE   SCHOOL NAME   SCHOOL ADDRESS   SECTION OF CITY

GRADE

PLEASE NOTE THAT THIS OPTION APPEARS ON THE STUDENT APPLICATION FORM ACCOMPANYING THIS NOTICE. WE URGE YOU TO ACCEPT THIS INVITATION BY CHOOSING THAT OPTION.

FOR FURTHER INFORMATION PLEASE CALL 726-6555

NOTE: ONLY SCHOOLS WITH APPROPRIATE GRADE LEVELS WILL RECEIVE THIS ITEM

3

SAMPLE

TO BE ISSUED IN PLACE OF REGULAR APPLICATION
FOR THOSE STUDENTS WHO HAVE BEEN INVITED
FOR AND ACCEPTED PREVIOUSLY ASSIGNMENT
TO AN EXAMINATION SCHOOL

STUDENT NAME STUDENT NUMBER

THE DEPARTMENT OF IMPLEMENTATION HAS RECEIVED YOUR ACCEPTANCE OF OUR INVITATION TO AN EXAMINATION SCHOOL. THEREFORE WE ARE SENDING YOU THIS ACKNOWLEDGEMENT OF YOUR ACCEPTANCE. YOU WILL NOT BE GIVEN THE APPLICATION FOR 198 -8 THAT OTHER STUDENTS RECEIVE.

ON OR ABOUT MAY , 198 YOU SHALL RECEIVE AN OFFICIAL ASSIGNMENT FOR 198 -8 TO ——

EXAMINATION SCHOOL EXAMINATION SCHOOL ADDRESS

WE WISH YOU EVERY SUCCESS IN THE EXAMINATION SCHOOL. IF YOU HAVE ANY QUESTIONS, CALL THE SCHOOL INFORMATION CENTER AT 726-6555 OR THE EXAMINATION SCHOOL.

IT IS NOT NECESSARY TO RETURN THIS NOTICE.

NOTE: ONLY SCHOOLS WITH APPROPRIATE GRADE
LEVELS WILL RECEIVE THIS ITEM

3

SAMPLE

TO BE ISSUED TO STUDENTS TO BE ASSIGNED
TO SUBSTANTIALLY SEPARATE PROGRAMS
FOR 198 -198

STUDENT NAME STUDENT NUMBER

THE DEPARTMENT OF IMPLEMENTATION INFORMS YOU THAT THE STUDENT NAMED ABOVE WILL RECEIVE AN ASSIGNMENT FOR 198 -198 AS DETERMINED BY THE DEPARTMENT OF STUDENT SUPPORT SERVICES. THIS NOTICE SERVES AS A SUBSTITUTE FOR THE APPLICATION GIVEN TO OTHER STUDENTS.

ON OR ABOUT MAY , 198 , YOU SHALL RECEIVE AN OFFICIAL NOTICE OF ASSIGNMENT. IF YOU HAVE ANY QUESTIONS, CALL THE SCHOOL INFORMATION CENTER AT 726-6555 OR THE DEPARTMENT OF STUDENT SUPPORT SERVICES AT 726-6200 EXT. 5925 OR THE STUDENT'S PRINCIPAL.

IT IS NOT NECESSARY TO RETURN THIS NOTICE.

NOTES:
1. NOT ALL SCHOOLS WILL RECEIVE PRE-PRINTED FORMS FOR ITEM 3
2. MANY STUDENTS ASSIGNED TO SUBSTANTIALLY SEPARATE PROGRAMS FOR 198 -8 WILL RECEIVE APPLICATIONS FOR MAINSTREAM PROGRAMS FOR 198 -8

BPS
Boston Public Schools

SUPERINTENDENT'S CIRCULAR

Robert R. Spillane, Superintendent of Public Schools

No. 3, 1983-84
August 9, 1983

CONTINUED ADHERENCE TO FEDERAL COURT ORDERS ON DESEGREGATION

TO: Community Superintendents, Headmasters, Principals and Other Administrative Heads

Headmasters, Principals and Other Administrative Heads are requested to keep on file a DATED CHECK LIST signed by all appropriate personnel indicating that each has read this circular. In particular, this circular should be scrutinized carefully by all persons (e.g., registrars, guidance persons, Special Needs personnel, data processing coordinators, secretaries) who have responsibilities for advising parents or students or for maintaining student records and schedules.

On December 23, 1982 Judge Garrity of the United States District Court issued his MEMORANDUM AND ORDERS OF DISENGAGEMENT. A copy of the orders has been sent to each Community Superintendent who shall bring them to the attention of headmasters and principals. It is imperative that you know what the Disengagement Orders are and what they are not. I quote Judge Garrity:

> "These orders mark an appropriate new phase in the lengthy and complicated process toward effecting a complete remedy in this case. The court now embarks on a transitional course of disengagement as it commences a process of returning to the parties the responsibility for complying with the requirements of the Constitution."

As noted, we are in a transitional phase. In a sense, we are being tested, and during the testing period we are being monitored closely by the Massachusetts Board of Education. (The State Board's Monitoring Report of July 15, 1983 was voluminous.) The School Committee, the Superintendent AND each of you - all of us collectively - must give evidence that "the school system will operate according to the substantive elements of a constitutionally required remedy without continuous oversight."

The Court's Disengagement Orders do contain procedures for modifying outstanding orders and we already have embarked on a process of considering possible changes in orders, particularly pertaining to student assignments. Meanwhile, it is essential for you to understand that "all provisions of the May 10, 1975 desegregation plan and other orders entered in these proceedings, shall remain in effect." In that regard, the Disengagement Orders reaffirm the responsibilities of the Department of Implementation for student assignments and transfers, and identify the DI as the school department's internal monitor for "compliance or non-compliance with orders entered in this case." I have emphasized my support for the Court's directive by designating the Senior Officer for Desegregation as my primary liaison with Desegregation Monitors of the Massachusetts Board of Education.

You have a continuing obligation to abide by the Procedural Manual of the Student Services Unit, Department of Implementation, on matters of student assignments and transfers. A related DI document, entitled Assignment Procedures for Hubert Humphrey Occupational Resource Center, is equally pertinent.

No student shall be admitted to any school or to the Humphrey Center unless his name is listed on the school's latest computerized printout or the student submits an Official Notification of Assignment bearing the seal of the Department of Implementation and dated after the latest computerized printout. Know that rule well! No school official may assist a parent or student to circumvent the student assignment procedures. Further, no school official may prohibit or discourage a student from accepting an assignment to another school or program, e.g., the Humphrey Center.

This circular serves as a commendation to all faithfully carrying out the letter and spirit of the Court's outstanding orders, but also is notice that disregard for such orders and for departmental policy will be viewed as misconduct and treated appropriately.

INQUIRIES CONCERNING THIS CIRCULAR SHOULD BE ADDRESSED TO JOHN R. COAKLEY, SENIOR OFFICER FOR DESEGREGATION, 26 COURT STREET, BOSTON, MA 02108, TELEPHONE: 726-6200, EXT. 5500.

ROBERT R. SPILLANE
Superintendent of Schools

BPS
Boston Public Schools

SUPERINTENDENT'S
CIRCULAR

Robert R. Spillane, Superintendent of Public Schools

No. 16, 1983-1984
February 29, 1984

A SECOND STATEMENT ON ADHERENCE TO COURT ORDERS

To: Community Superintendents, Headmasters, Principals, Other Administrative Personnel, Registrars, Data Processing Coordinators, Guidance Persons, Special Needs Personnel, Clerical Staff

Headmasters, Principals and Other Administrative Persons are expected to keep on file a DATED CHECK LIST signed by all appropriate personnel indicating that each has read this circular.

Both at the beginning of the current academic year and during the prior school year I issued a Superintendent's Circular entitled CONTINUED ADHERENCE TO FEDERAL COURT ORDERS ON DESEGREGATION. That circular, which I ask you to read again, was prepared because the Federal Court had begun the slow process of disengagement from the desegregation case and because we "must give evidence that 'the school system will operate according to the substantive elements of a constitutionally required remedy without continuous oversight.'"

Recently, I submitted to the Boston School Committee a Long Range Plan for the revitalization of the school system. That plan also contained a suggested restructuring of the school district and a revision of the student assignment process. The Long Range Plan will undergo intense scrutiny by many persons and agencies. It must be considered on its own merits. The student assignment component of the plan is challenging and dependent on a belief that we in the school department can abide by our commitment. It is IMPERATIVE that the present rules for student assignments and transfers be obeyed because the rules represent a body of law.

This circular serves to express appreciation to those faithfully carrying out the desegregation orders and to advise others not to be casual about their legal obligations. I have advised the Senior Officer for Desegregation that from this point forward he is to bring directly to my attention those instances of disregard for the United States Constitution, federal and/or state laws and School Committee Policy on matters pertaining to student desegregation.

INQUIRIES CONCERNING THIS CIRCULAR SHOULD BE ADDRESSED TO JOHN R. COAKLEY, SENIOR OFFICER FOR DESEGREGATION, 26 COURT STREET, BOSTON, MA 02108, TELEPHONE: 726-6200, EXT. 5500.

Robert R. Spillane
Superintendent
Boston Public Schools

THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

[illegible]

March 8, 1984

Dear Principals and Headmasters,

I have become increasingly concerned about faithful adherence to the Federal Court's desegregation orders on student assignments and transfers. Indeed, recently I was exercised sufficiently to request that the Superintendent issue a second circular on the subject. Further, I asked to meet with the Council of Community Superintendents to dramatize both my frustration and determination.

This letter constitutes yet another effort on my part to emphasize your obligations and those of us in the D.I. to the various Court Orders dating back to May 10, 1975. It is my estimate that the parents, guardians or advocates of some 200,000 children have been expected to abide by the Student Assignment Process; most of them have not violated the law even when, in some cases, they have sent their children to private schools. You and I, as school employees, have the same legal obligations. Moreover, in my opinion, we have obligations -- as educational administrators and teachers -- to set a high ethical tone in the matter of compliance with the law and related regulations.

So many of you are meticulous and beyond reproach about all your professional responsibilities. You live by rules and regulations, and have no need to feel this letter is critical of you. Rather, this serves as a reminder that the Court Orders are intended to embrace all school persons, students and parents.

From a fellow professional,

John R. Coakley

ab
Enclosures (2)

xc:	Office of Supt.	Kenneth Caldwell
	Robert Peterkin	Community Superintendents
	Oliver Lancaster	Registrars/Data Processing Coordinators

[illegible]

MEMORANDUM

April 28th 1984

TO: John Coakley

FROM: Charles Glenn

RE: Extended Day Kindergarten Program Assignments

Thank you for providing a print-out of preferences expressed by parents for 1984-85 assignments for their children. I have reviewed those for EDP assignments first, with three objectives:

(1) Determining which programs will, in the initial assignments this May, have difficulty complying with the desegregation standards at full capacity.

(2) Determining how many students will need to be recruited between May and September.

(3) Identifying groups of students who will be disappointed of their first choices, for whom a follow-up study could determine whether their parents accepted alternative assignments and actually enrolled them in September.

In order to conduct this review, I went through the following steps:

(a) I set an "ideal" capacity for each program of either 25, 50, or 100 (Mather) students, based upon the programs approved last Spring, but not including TBE programs. I realize that some programs have operated (and perhaps will operate) above these capacities, and that my figures are therefore approximate.

(b) I applied to the capacity the target elementary racial proportions for 1984-85, as found in your memo of a few weeks ago on AWC invitations. You explained to me yesterday that these are subject to minor changes. Using these preliminary figures, I determined an ideal number of students of each racial/ethnic group to be assigned to each program. I am aware that the existence of TBE EDPs, most of whose students are "other minority", would justify some under-representation of other minority students (within Court-set ranges) in the non-TBE EDPs.

(c) I subtracted this "ideal" number of students from the actual first choices for each program, to determine whether more students of a particular racial group had applied than the ideal enrollment, or whether more students of that group were needed. In the first case, of course, our interest will be on efforts to persuade parents to accept alternative assignments; in the second it will be on supplementary recruitment and assignment efforts.

(d) I then reviewed the second and third choices to estimate the potential pool for assignments. Since I have no information on which parents made more than one selection, and in what order, this last analysis is very approximate indeed.

Over-subscribed Programs

The programs which significantly (3 or more students) over-subscribe Black students are the Perkins (!), the Blackstone, the Hernandez (the analysis here is complicated by the special provisions for this school), the Hale (24) and the Hennigan (9). In general there is under-subscription at this point by Black parents, with about 200 more Black applicants needed.

The programs which significantly over-subscribe White students are the Gardner, the Garfield, the Mozart (14), the Grew, the Roosevelt, the Perkins, the Russell, the Blackstone (!), the Bradley, the Hernandez, the Guild, and the McKay. Most are in predominantly-white areas, and it will be important not to exceed the appropriate number of white students enrolled. The Blackstone and the Hernandez are two of the schools with the highest minority proportion (92% and 89%, respectively) in the Commonwealth, and it is encouraging that they attract so many white applicants to their EDP kindergartens. In the aggregate there are 21 more white applicants than the "ideal" capacity; spread over 30 non-TBE programs, it should be possible to accommodate this number, if all parents accept alternative assignments.

The only program which significantly over-subscribes Other Minority students is the Mendell. Overall this group needs 150 more applicants, not including those for TBE programs.

I suggest that, for the study of the impact of failure to receive first choice assignments which the Board has required, we track the individual students who do not receive first-choice EDP assignments. How many of them accept other EDP assignments, and how many accept other half-day kindergarten assignments? How many leave the Boston Public Schools?

Under-subscribed Programs

Nineteen schools will need to recruit 5 or more Black students to achieve the ideal enrollment: Gardner, Higginson (!), Mendell, Parkman, Kilmer, Lee (!), Mattahunt (!), Mozart, Chittick (!), Grew, Roosevelt, Dickerman (!), Fifield, Mather, Mason, Russell, Eliot, Warren-Prescott, and McKay. You will recall that the Board's February 1984 report raised concerns about under-enrollment of Black students at the Mason, Eliot, and Warren-Prescott schools; we will watch this very closely this year.

Only five schools will need to recruit 5 or more White students to attain the ideal enrollment: Higginson, Lee, Mason, Adams, and Hennigan. The Board's report raised questions about white enrollment at the Lee, Adams and Hennigan which was lower than the ideal, though not constituting a compliance problem.

Fourteen schools require 5 or more Other Minority students to reach the ideal, with the Gardner, Garfield, Higginson, Parkman, Eliot, and McKay requiring 10 or more. In some cases, as noted above, it may be appropriate to assign Other Minority students at the low side of the approved range to balance their over-enrollment in the TBE EDP programs. Nevertheless, the Eliot was cited in the Board's report as unjustifiably low in Other Minority enrollment (on April 18, 1984: 2.5% compared with 45% ideal!), and this should be corrected.

You have informed me that Black and Other Minority parents tend to wait to enroll their children for kindergarten until the Fall; while this appears to be true, it is also unfortunately true that they may under-utilize kindergarten altogether, to the educational detriment of their children. I suggest that supplemental recruitment for the under-subscribed programs begin immediately.

Impact of Second and Third Choices

While aggregated information about second and third choices is of limited value, I have checked the impact upon each program if all of the students whose parents gave it as a second or third choice were assigned there, on the assumption that none of them were given their first choices. In most cases the impact is slight. Sixteen programs continue "short" five or more Black students, and twelve would need to recruit five or more Other Minority students. Of the schools with significantly too few White applicants, only the Hennigan would be able to fill its places with students for whom the school was second or third choice.

In general the pattern seems to be for parents who choose a magnet school (District IX) EDP to use all three choices for magnets rather than to include a district I-VIII EDP among their choices. Thus of the 267 second or third choices expressed by parents of Black students, fully 78% were for four magnet schools, and 56% for the Hale and Hennigan (both in Roxbury) alone. The Hennigan, Hale and Hernandez received 59% of the second and third choices of parents of Other Minority students. The Guild and the McKay, both in East Boston, were given as the second or third choices of nearly half of the parents of White children; it seems likely that many East Boston parents listed both, but no EDP outside of that area.

It appears that many parents do not indicate second or third choices. Logically, there could be twice as many second and third choices as first choices, but in fact the number of second and third choices made by white parents is only 38% of the number of first choices. Other Minority (51%) and Black (68%) parents seem rather more inclined to express alternative preferences, but it seems that overall most parents give only one choice for an EDP kindergarten.

Conclusions

I understand that I may expect to receive the proposed assignments in about a week. I have noted above some of the schools which I will be especially concerned about, and the apparent need for supplementary recruitment and assignments for a number of schools. I will also be concerned that in no case the number of students of a racial/ethnic group assigned exceed make it impossible for supplementary recruitment to satisfy the enrollment requirements set by the Court.

I hope that this and other early notices I have given about the focus of assignment monitoring are helpful to you in preparing assignments.

Follow-up on parents who do not receive first-choice assignments for their children will help us to respond to the Board's concern about tracking such students and determining whether they remain with the public schools.

MEMORANDUM

May 16th 1984

TO: John Coakley

FROM: Charles Glenn

RE: Extended Day Kindergarten Program Assignments

This is to confirm my discussions with Catherine Ellison on Monday May 14th.

I understand that you will issue EDP assignments to students as indicated in the May 4th print-out, with the exception of the Bradley School, to which you will assign only 20 White students, as provided in your proposal dated January 25th 1983 (see pages 69-71 of Volume II of the First Monitoring Report, July 15, 1983).

I understand that you will continue to recruit and assign students to the under-enrolled EDPs, but that you will devote special attention to those programs identified as of concern on page 32 of Volume II of the Second Monitoring Report, February 1, 1984. Specifically:

Kilmer

You will not exceed eight White students (seven are shown in the 5/4/84 assignments).

Grew

You will not exceed six White students (five are shown in the 5/4/84 assignments).

Eliot and Warren Prescott

You will not exceed four White students each (as shown in the 5/4/84 assignments).

Bradley

You will not exceed twenty White students.

Hale

You have again assigned more Black students (28 vs 20) than provided in the January 1983 memo, and fewer White students (7 vs 18). Please inform me of how many additional students, by race, you expect to assign. I note that the program is not out of compliance with the permitted range for White enrollment, though it is for Black enrollment. We should discuss whether low Other Minority and high Black enrollment are warranted in view of the high overall proportion of Other Minority students in EDPs.

Hennigan

Last Fall the Other Minority enrollment was much higher than approved, and questions were raised about this in view of the overall enrollment of the school. In my recent memo about elementary and middle school assignments for 1984-85 I pointed out that the Other Minority enrollment of the Hennigan has increased dramatically over the past two years. Initial EDP assignments (5/4/84) do not show an over-assignment of Other Minority students, but please inform me how many additional students, by race, you expect to assign.

Recruitment

As noted in my analysis of the preferences for EDP kindergartens (April 28th, reproduced below), a substantial number of White students will not receive their parents' first (or even second or third) preferences. I understand that you will be actively seeking to persuade these parents to accept an assignment to EDPs which to date have an insufficient number of White applicants, and that you will also continue to recruit students of all racial groups for all under-subscribed programs.

As we have agreed, it is difficult to assess the Black and Other Minority assignments - except to the extent that they may exceed the approved level - because most registrations do not occur until the Fall. There are no programs for which over-assignment of Black and Other Minority students is presently a concern, except as noted above with respect to the Hale and Hernandez.

Assignment Criteria

The Humphrey Occupational Resource Center is the major supplier of occupational education to Boston's high school students. The "admissions criteria" for the 35 programs at the HHORC are described on pages 9-11 of the Unified Plan of September 8, 1975. The most important of these criteria are listed on pages 314-315 of volume II of the first monitoring report. Briefly they are (1) students may only be assigned voluntarily, (2) modified citywide racial ratios must be observed, (3) insufficient applications from any racial group for particular programs will result in the underenrollment of the program and (4) assignments of male and female students should be made on a 1:1 basis until all applicants of one group have been assigned for programs in which one sex has represented less than 35% of the enrollment.

According to Boston's "Assignment Procedures for Hubert Humphrey Occupational Resource Center, August, 1981," priority is given to assigning (1) students who have commenced an HHORC program, (2) students who have attended the Exploratory Program and (3) students who attended a Cooperative Vocational Education program. The "Assignment Procedures" does not accord priority to assigning students on a 1:1 basis by sex.

The "Assignment Procedures" does not address the Unified Plan's requirement that each program reflect citywide racial ratios. Instead, according to the "Assignment Procedures," assignments are made "so that the totality of the Half-Day Skill Training Program shall be in strict accordance with the high-low range of the citywide racial/ethnic percentages for [the year]." Assignments will be made, however, to "[avoid] complete racial isolation in a program." ("Assignment Procedures," p.6)

The Unified Plan specifically addressed assignments at the program level (opposed to the school level) because White students dominated the desirable programs (that offered, for example, better employment opportunities), while Black and other minority students were relegated to the less desirable programs. Consequently, the Department's monitoring must scrutinize program-level assignments. Boston is aware, of course, that the Unified Plan does prescribe procedures for seeking modification of the assignment requirements.

The enrollment goals for 1984-85 for HHORC programs are

	Black	White	Other Minority
High	63%	26%	21%
Ideal	59%	21%	20%
Low	55%	16%	19%

In 21 programs, the number of students assigned is less than capacity, virtually ensuring that those programs will be underenrolled. This is an improvement over last year, when the assignments underenrolled 27 programs. The programs that will be underenrolled for 1984-85 are

Food Service
Retailing, Marketing
Cabinetmaking
Carpentry
Plumbing
Building Maintenance
Autobody Repair
Machine Laboratory
Sheet Metal Lab
Dental Office
Child Care
Hotel/Hospitality
Health Aide
Health Laboratory
Nursing Assistance
Electrical Tech
Electronics Tech
Photographic Tech
Printing
Automotive/Truck Repair
Marine & Small Engine Repair

Compliance/Race -- Assignments

If the pattern of student enrollments in September 1984 exactly matches the assignments (that is, if all the assigned students actually enroll), the proportion of Black students will exceed the permitted range (63%) in 12 programs:

Food Service
Machine Lab
Advanced Office
Hotel/Hospitality
Health Lab
HVAC
Retailing, Marketing
Sheet Metal Lab
Legal Office
Health Aide
Nursing Asst
Fashion Illustration

The proportion of Black students will fall beneath the permitted range (55%) in 10 programs:

Cabinetmaking
Banking
Data Processing
Electronics Tech
Photographic Tech
Plumbing
Child Care
Medical Office
Commercial Design
Marine & Small Engine

The proportion of White students will exceed the permitted range (26%) in 6 programs:

Plumbing
Child Care
Printing
Word Processing
Photographic Tech
Marine & Small Engine

The proportion of White students will fall beneath the permitted range (16%) in 14 programs:

Food Service
Machine Lab
Welding Lab
Retailing, Marketing
Sheet Metal Lab
Advanced Office

Legal Office
Hotel/Hospitality
Health Lab
Commercial Design
Dental Office
Health Aide
Electronics Tech
Machine Drafting

The proportion of other minority students will exceed the permitted range (21%) in 18 programs (note that the range is quite narrow for this group):

Carpentry
Machine Lab
Legal Office
Banking
Cosmetology
Data Processing
Medical Office
Commercial Design
Marine & Sm Engine
Building Maintenance
Welding Lab
Dental Office
Child Care
Hotel/Hospitality
Health Aide
Electronics Tech
Machine Drafting
Automotive/Trucking Repair

The proportion of other minority students will fall beneath the permitted range (16%) in 13 programs:

Food Service
Plumbing
Word Processing
Health Lab
Heating, Air Cond
Photographic Tech
Television Production
Retailing, Marketing
Sheet Metal Lab
Fashion/Interior Design
Nursing Assistant
Fashion Illustration
Printing

These overall number of programs outside the permitted range is not very different from last year's assignments.

ASSIGNMENTS
NUMBER OF PROGRAMS OUT OF COMPLIANCE

	Black		White		Other Minority	
	Over	Under	Over	Under	Over	Under
83/4	18	5	4	14	14	16
84/5	12	10	6	14	18	13

The new assignments do seem to show, however, an attempt to reduce the number of programs with disproportionately high Black enrollments.

ASSIGNMENTS
NUMBER OF PROGRAMS IN COMPLIANCE

	Black	White	Other Minority
83/84	12	17	5
84/85	13	15	4

Compliance/Race -- Based on Projected Enrollments

Of course, enrollments rarely match assignments exactly. Last year, the number of students enrolled in some programs represented a significant decline from the number assigned. Consequently, assignment figures are not always a reliable guide for determining which programs will be in compliance.

It is possible to "project" the number of students who will enroll in the various programs by using data from last year. We used the ratio of students enrolled in April 1984 to students assigned. For example, 19 White students were assigned to Carpentry last year, but only 8 White students (42%) were enrolled in that program in April of 1984. Thus we projected that only 42% of the White students assigned for the coming year will be enrolled for the duration of the program year.

The results of the projections are presented in Figure 1. The programs in the upper shaded areas are ones that we project will fail to meet the minimum permitted range, and the programs in the lower shaded areas are projected to exceed the permitted range. (The compliance index is calculated by dividing the percentage enrollment (or projected enrollment) by the ideal enrollment.

The projections can be compared with the actual assignment figures.

PROGRAMS OUT OF COMPLIANCE

	Black		White		Other Minority	
	Over	Under	Over	Under	Over	Under
Assigned	12	10	6	14	18	13
Proj. Enr.	16	11	7	14	13	17

If these projections are correct, enrollments will be in compliance for Black students for only 8 programs, and only 14 for White students. However, there will be a slight improvement for other minority students: 5 instead of 4.

Compliance/Sex -- Assignments

If all the students who are assigned to programs actually enroll in those programs, the proportion of female students will exceed 65% in 10 programs:

- Health Lab
- Word Processing
- Health Aide
- Legal Office
- Nursing Asst
- Advanced Office
- Fashion/Interior Design
- Child Care
- Medical Office
- Cosmetology

The proportion of male students will exceed 65% in 14 programs:

- Heating Air Con
- Plumbing
- Carpentry
- Autobody Repair
- Electrical Tech
- Cabinetmaking
- Sheet Metal Lab
- Automotive/Truck Repair
- Marine & Small Engine Repair
- Welding Lab
- Machine Drafting
- Electronics Tech
- Machine Drafting
- Machine Lab

Last year's assignments showed overenrollment by males in 16 programs (and, in fact, 16 programs were overenrolled by males in April of this year), so this year's assignments show a slight improvement. The number of programs overenrolled by females (10) has remained constant. (See Figure 2)

Compliance/Sex -- Projections

When last year's assignment:enrollment ratio is used to project enrollments for the coming year, the number of programs dominated by males increases by three: Printing, TV Production (both programs there was a sharp drop last year from the number of females assigned to the number enrolled) and Fashion Illustration (to which an unusually large number of males has been assigned this year).

Number of Students Assigned

The total number of students assigned to HHDRC programs this year is 2,149 -- a decrease of 156 (6.8% decrease) from last year's total of 2,305. The number of assignments dropped for all three racial/ethnic categories: Blacks by 111 (8.25% decrease), Whites by 3 (0.7% decrease) and other minorities by 28 (5.7% decrease).

This decrease cannot be attributed solely to "demographic decline." In fact, the decline in the total number of assignments for grades 10-12 from last year to this was only 4.3%. (See Figures 3 and 4)

In this respect, Boston is out of step with the rest of the Commonwealth. Enrollments in vocational education programs have actually increased in most areas, even as total enrollments are declining.

Recruiting

Both of the previous monitoring reports have stressed that the problems of underenrollment and disproportionate enrollment at the HHDRC will only be solved through improved recruiting -- which is specifically mandated in the Unified Plan. Has recruiting improved this year?

The number of students expressing a first preference for an HHDRC program declined from 2,256 to 1,978 between last year and this, a decrease of 12.3%. (See Figure 5 for detail by program) There were similar declines in the number of students expressing a second and third preference for an HHDRCDRC program. The loss of interest was sharpest among White students (16.7% decline in the number of first preferences expressed); for Black students, the decrease was 12.2%, and for other minority students it was 10.1%. Boston's recruitment efforts have not only not improved, they have regressed.

The loss of interest among Boston students is not limited to those programs that traditionally fail to recruit many young people. It included such generally popular programs as Auto Repair and Autobody Repair, and programs that offer excellent employment opportunities in Massachusetts such as Electronics Technology.

The fact that this year's assignments show an improvement in disproportion by race is attributable solely to the mechanism of the assignment process. The actual pattern of "applications" was more severely skewed toward minority students this year than it was last year. The assignment process should not, and cannot continue to, carry the burden of desegregating occupational education programs in Boston. Improved recruiting efforts are essential.

Boston has recently taken steps to improve its recruiting, but they are belated and, as yet, insufficient. On May 22 a Development Officer was assigned to the HHDRC.

In April the Director of the Bureau of EED met with the Director of Education/Employment for the purpose of developing a recruitment "action plan." He specified that the plan should include, at minimum, (1) increased participation in exploratory clusters, (2) improved career guidance, (3) vigorous outreach to encourage applications and follow-up on students who express interest, (4) assignment of staff with specific responsibility for recruitment and (5) supplementary recruiting for those programs with insufficient application pools. "Full enrollment of each program on a desegregated basis [is] part of the remedy for previous violations of the constitutional rights of minority students in the vocational area in Boston. Such full enrollment depends upon vigorous and corrdinated efforts to encourage applications from students of all racial/ethnic group, male and female....the lack of such efforts would result in denial of educational opportunities." (See attached letter, April 23)

The Director of Education/Employment replied on May 4th with a brief outline of a plan, and promised that a complete plan would be ready soon. (See attached letter, May 4) As of June 8 no plan has been submitted to the Department.

Conclusion

The "Assignment Procedures" used by Boston fails to address the requirements of the Unified Plan that citywide racial ratios be observed in each program of the HHORC, and that male and female students by assigned on a 1:1 basis to the extent possible.

Both compliance and full utilization of the HHORC depend on vigorous recruiting. Despite the monitors' insistence on the importance of improved recruiting in the last two reports, Boston made no attempt to undertake systematic recruiting. The unfortunate results are clear: the number of applications from each racial/ethnic group declined significantly compared with last year.

Nevertheless, the new assignments to the HHORC show a slight improvement in two areas (overenrollment by Black students and by male students), and otherwise matched the levels of last year. It is unlikely that the assignment procedure will be able to maintain this level of compliance in the absence of a commitment from Boston to undertake vigorous and systematic recruiting.

ATTACHMENTS - FIGURES 1 THROUGH 6

Figure 1. HHORC Programs/Compliance Indices, Actual Index for 1983-84 and Projected Index for 1984-85.

Programs are rank ordered by compliance index. Index for 1983-84 was calculated using enrollment figures from April, 1984. Projected Index was calculated using projected enrollments (projected enrollments were calculated by applying the ratio of assignments to enrollments from last year to this year's assignments). The compliance index is calculated by dividing the percentage enrollment of the racial group in question by the "ideal" percentage. An index of 100 represents perfect compliance.

Figure 2. Enrollment by Sex in HHORC Programs, Rank Ordered by Percentage of Females Enrolled in Program.

All numbers represent percentages. Each is the percentage of females assigned to or enrolled in the program in question.

Figure 3. Comparison of HHORC Assignments, 1983/4 and 1984/5.

Compares the actual number of students assigned to each program last year and this year.

Figure 4. HHORC Programs -- Assignment Trends from 83/4 to 84/5

The numbers in the 2nd and 5th columns are the result of subtracting the number of students assigned this year from the number assigned last year. Each negative number represents, therefore, a decrease in the number of assignments. The numbers in the 3rd and 6th columns represent the enrollment in those programs in April, 1984.

Figure 5. HHORC First Preferences.

The numbers are the result of subtracting the number of students expressing first preferences this year from the number expressing the first preferences for the same program last year. Each negative number represents, therefore, a decrease in the number of first preferences. Shaded areas indicate declines in the number of first preferences.

Figure 6. HHORC Proposed Assignments for 1984/85.

The first three columns show the capacity of each program -- that is, the number of seats available. The second three columns show the number of students assigned to the program. The third three columns are the result of subtracting the number of students assigned from the number of seats available. Each positive number in the third set of columns represents unused seats.

FIGURE 1

HHORC Programs/Compliance Indices
Actual Index for 1983-84 and Projected Index for 1984-85

Black Students				White Students			
Program	1983-84 Comp Ind	Program	Projected Comp Ind	Program	1983-84 Comp Ind	Program	Projected Comp Ind
TELEVISION PROD	60.87	TELEVISION PROD	27.52	BUILDING MAINTE	0.00	FASHION/INTERIO	0.00
HEATING AIR CON	71.42	CHILD CARE	50.84	FASHION/INTERIO	0.00	HOTEL/HOSPITALI	0.00
DENTAL OFFICE	84.58	BANKING	78.90	HEALTH AIDE	0.00	HEALTH AIDE	0.00
ELECTRICAL TECH	88.28	CARPENTRY	84.74	BANKING	25.57	LEGAL OFFICE PR	27.21
AUTOMOTIVE/TRUC	89.86	MARINE & SMALL	84.74	PHOTOGRAPHIC TE	30.33	MACHINE DRAFTIN	28.01
CARPENTRY	91.91	ELECTRONICS TEC	85.76	MACHINE LABORAT	41.40	ELECTRONICS TEC	28.60
HEALTH LABORATO	93.98	PLUMBING	86.54	ELECTRONICS TEC	42.70	MACHINE LABORAT	36.63
PLUMBING	97.70	MEDICAL OFFICE	89.20	MEDICAL OFFICE	44.21	HEALTH LABORATO	52.91
CHILD CARE	98.39	COMMERICAL DESI	89.20	HOTEL/HOSPITALI	54.34	ADVANCED OFFICE	54.94
MARINE & SMALL	99.20	ELECTRICAL TECH	91.61	ADVANCED OFFICE	57.54	SHEET METAL LAB	57.14
AUTOBODY REPAIR	100.80	AUTOMOTIVE/TRUC	92.11	FOOD SERVICE	59.83	WELDING LABORAT	61.44
MACHINE DRAFTIN	102.04	AUTOBODY REPAIR	94.16	CABINETMAKING	59.97	FOOD SERVICE	65.53
BANKING	105.04	DATA PROCESSING	94.71	CHILD CARE	62.11	CABINETMAKING	70.54
COSMETOLOGY	105.26	PHOTOGRAPHIC TE	98.54	MACHINE DRAFTIN	62.11	BUIDLING MAINTE	85.03
WELDING LABORAT	107.14	COSMETOLOGY	100.26	LEGAL OFFICE PR	63.93	COSMETOLOGY	87.10
DATA PROCESSING	108.51	NURSING ASSISTA	102.90	COMMERICAL DESI	66.88	RETAILING, MARKE	95.23
WORD PROCESSING	109.32	WORD PROCESSING	103.57	COSMETOLOGY	68.34	AUTOBODY REPAIR	95.23
FASHION ILLUSTR	111.60	CABINETMAKING	106.71	NURSING ASSISTA	72.46	CARPENTRY	98.47
ELECTRONICS TEC	113.20	PRINTING	107.04	RETAILING, MARKE	74.53	MEDICAL OFFICE	100.25
NURSING ASSISTA	114.86	BUILDING MAINTE	108.95	AUTOBODY REPAIR	77.13	COMMERICAL DESI	100.25
BUILDING MAINTE	119.84	HEALTH AIDE	108.95	DATA PROCESSING	86.95	NURSING ASSISTA	102.04
MEDICAL OFFICE	121.06	HEALTH LABORATO	112.99	PRINTING	86.95	DENTAL OFFICE	105.82
PRINTING	121.42	ADVANCED OFFICE	114.08	WORD PROCESSING	88.73	PHOTOGRAPHIC TE	110.74
HEALTH AIDE	123.62	WELDING LABORAT	114.81	SHEET METAL LAB	89.95	CHILD CARE	111.11
COMMERICAL DESI	123.62	DENTAL OFFICE	116.78	DENTAL OFFICE	91.53	DATA PROCESSING	112.04
ADVANCED OFFICE	126.05	FOOD SERVICE	118.17	HEALTH LABORATO	91.53	HEATING AIR CON	113.37
LEGAL OFFICE PR	126.05	MACHINE DRAFTIN	119.64	AUTOMOTIVE/TRUC	96.61	AUTOMOTIVE/TRUC	117.20
CABINETMAKING	126.23	FASHION ILLUSTR	125.54	WELDING LABORAT	99.37	FASHION ILLUSTR	123.45
FOOD SERVICE	127.78	SHEET METAL LAB	128.81	MARINE & SMALL	106.28	ELECTRICAL TECH	124.41
SHEET METAL LAB	129.31	HEATING AIR CON	129.13	ELECTRICAL TECH	117.24	PRINTING	130.32
PHOTOGRAPHIC TE	132.89	RETAILING, MARKE	135.59	CARPENTRY	140.65	WORD PROCESSING	132.27
HOTEL/HOSPITALI	133.92	LEGAL OFFICE PR	140.43	PLUMBING	147.66	MARINE & SMALL	140.69
RETAILING, MARKE	142.85	HOTEL/HOSPITALI	142.00	FASHION ILLUSTR	163.04	BANKING	147.78
MACHINE LABORAT	144.55	MACHINE LABORAT	143.41	TELEVISION PROD	211.18	PLUMBING	182.37
FASHION/INTERIO	150.27	FASHION/INTERIO	144.38	HEATING AIR CON	260.06	TELEVISION PROD	362.83

FIGURE 1. (cont)

HMDRC Programs/Compliance Indices
Actual Index for 1983-84 and Projected Index for 1984-85

Other Minority Students

Program	1983-84 Comp Ind	Program	Projected Comp Ind
HEATING AIR CON	0.00	RETAILING,MARKE	0.00
FASHION ILLUSTR	0.00	HEATING AIR CON	0.00
RETAILING,MARKE	13.64	FASHION ILLUSTR	0.00
SHEET METAL LAB	32.04	MACHINE LABORAT	38.46
MACHINE LABORAT	45.35	TELEVISION PROD	38.46
PLUMBING	53.90	DENTAL OFFICE	44.44
PRINTING	57.14	PRINTING	47.36
HOTEL/HOSPITALI	59.52	PLUMBING	53.19
TELEVISION PROD	61.22	WORD PROCESSING	55.55
FASHION/INTERIO	62.11	LEGAL OFFICE PR	57.14
FOOD SERVICE	69.89	SHEET METAL LAB	60.00
LEGAL OFFICE PR	70.02	FASHION/INTERIO	74.07
COMMERICAL DESI	73.86	HOTEL/HOSPITALI	81.00
CABINETMAKING	73.85	BUILDING MAINTE	81.25
CARPENTRY	77.00	FOOD SERVICE	82.56
ADVANCED OFFICE	77.03	NURSING ASSISTA	89.29
WELDING LABORAT	81.63	PHOTOGRAPHIC TE	93.02
WORD PROCESSING	87.46	WELDING LABORAT	96.77
PHOTOGRAPHIC TE	88.59	ELECTRICAL TECH	99.09
DATA PROCESSING	91.57	AUTOMOTIVE/TRUC	99.31
NURSING ASSISTA	92.59	MARINE & SMALL	102.27
MARINE & SMALL	95.22	DATA PROCESSING	102.94
MEDICAL OFFICE	104.92	ADVANCED OFFICE	105.76
ELECTRICAL TECH	112.35	CABINETMAKING	111.11
COSMETOLOGY	120.30	HEALTH LABORATO	111.11
AUTOBODY REPAIR	122.88	BANKING	112.06
HEALTH LABORATO	125.31	COSMETOLOGY	112.67
ELECTRONICS TEC	127.55	MACHINE DRAFTIN	117.64
AUTOMOTIVE/TRUC	130.71	AUTOBODY REPAIR	122.22
MACHINE DRAFTIN	136.05	MEDICAL OFFICE	131.57
CHILD CARE	145.77	COMMERICAL DESI	131.57
HEALTH AIDE	146.52	CARPENTRY	146.55
DENTAL OFFICE	150.37	HEALTH AIDE	178.57
BUILDING MAINTE	158.73	ELECTRONICS TEC	216.86
BANKING	168.06	CHILD CARE	233.33

FIGURE 2.

Enrollment by Sex in HHORC Programs
Rank Ordered by Percentage of Females Enrolled in Program

Program	Assignments for 83/84	Program	Enrollment 83/84	Program	Assignments for 84/85
HEATING AIR CON	0	PLUMBING	0	BUILDING MAINTE	0
AUTOMOTIVE/TRUC	0	BUILDING MAINTE	0	HEATING AIR CON	0
PLUMBING	1	WELDING LABORAT	0	AUTOBODY REPAIR	1
MARINE & SMALL	1	AUTOBODY REPAIR	1	AUTOMOTIVE/TRUC	1
CARPENTRY	4	AUTOMOTIVE/TRUC	1	PLUMBING	3
WELDING LABORAT	4	ELECTRICAL TECH	3	MARINE & SMALL	3
AUTOBODY REPAIR	5	CARPENTRY	4	WELDING LABORAT	4
MACHINE DRAFTIN	5	MACHINE DRAFTIN	4	ELECTRICAL TECH	4
ELECTRICAL TECH	7	MARINE & SMALL	4	ELECTRONICS TEC	11
ELECTRONICS TEC	7	ELECTRONICS TEC	7	CABINETMAKING	13
CABINETMAKING	13	SHEET METAL LAB	13	CARPENTRY	14
TELEVISION PROD	23	HEATING AIR CON	13	SHEET METAL LAB	14
SHEET METAL LAB	24	CABINETMAKING	15	MACHINE DRAFTIN	17
MACHINE LABORAT	27	TELEVISION PROD	18	MACHINE LABORAT	21
FOOD SERVICE	34	PRINTING	22	FASHION ILLUSTR	38
BUILDING MAINTE	34	MACHINE LABORAT	23	PRINTING	40
COMMERICAL DESI	38	FASHION ILLUSTR	37	COMMERICAL DESI	42
PRINTING	38	COMMERICAL DESI	38	DATA PROCESSING	44
DATA PROCESSING	44	FOOD SERVICE	40	FOOD SERVICE	45
HOTEL/HOSPITALI	47	PHOTOGRAPHIC TE	41	BANKING	50
PHOTOGRAPHIC TE	51	DATA PROCESSING	42	TELEVISION PROD	52
RETAILING,MARKE	60	HOTEL/HOSPITALI	45	RETAILING,MARKE	59
DENTAL OFFICE	61	BANKING	55	PHOTOGRAPHIC TE	59
BANKING	62	HEALTH LABORATO	63	HEALTH LABORATO	61
FASHION ILLUSTR	64	RETAILING,MARKE	65	HOTEL/HOSPITALI	65
HEALTH LABORATO	73	ADVANCED OFFICE	72	ADVANCED OFFICE	73
ADVANCED OFFICE	77	WORD PROCESSING	81	WORD PROCESSING	82
WORD PROCESSING	79	DENTAL OFFICE	84	HEALTH AIDE	82
FASHION/INTERIO	82	HEALTH AIDE	84	FASHION/INTERIO	84
HEALTH AIDE	85	LEGAL OFFICE PR	88	DENTAL OFFICE	85
CHILD CARE	89	CHILD CARE	89	LEGAL OFFICE PR	86
LEGAL OFFICE PR	91	FASHION/INTERIO	91	CHILD CARE	86
MEDICAL OFFICE	91	MEDICAL OFFICE	93	MEDICAL OFFICE	86
NURSING ASSISTA	93	COSMETOLOGY	98	NURSING ASSISTA	94
COSMETOLOGY	95	NURSING ASSISTA	100	COSMETOLOGY	97

▨ More than 75 % of students of same sex

Figure 3

Comparison of HHORC Assignments, 1983/4 and 1984/5

	1983				1984			
Program	Total	Black	White	Other Min	Total	Black	White	Other Min
FOOD SERVICE	126	86	19	21	128	84	20	24
RETAILING, MARKE	43	32	3	8	22	19	2	1
CABINETMAKING	86	55	19	12	44	24	11	9
CARPENTRY	106	57	36	13	87	48	13	20
PLUMBING	70	39	20	11	64	33	21	10
BUILDING MAINTE	64	25	11	28	37	22	7	8
AUTOBODY REPAIR	91	53	19	19	70	39	17	14
MACHINE LABORAT	22	15	2	5	28	20	2	6
SHEET METAL LAB	37	25	8	4	34	23	5	6
WELDING LABORAT	48	27	12	9	45	28	7	10
ADVANCED OFFICE	54	40	6	8	83	59	8	16
LEGAL OFFICE PR	46	24	9	13	45	29	4	12
DENTAL OFFICE	18	6	2	10	34	21	5	8
WORD PROCESSING	62	34	12	16	46	26	12	8
BANKING	29	17	1	11	44	23	9	12
CHILD CARE	67	34	13	20	45	12	14	19
COSMETOLOGY	118	66	24	28	90	50	21	19
FASHION/INTERIO	35	23	7	5	44	27	10	7
HOTEL/HOSPITALI	21	13	4	4	32	23	1	8
DATA PROCESSING	159	92	33	34	127	67	31	29
HEALTH AIDE	14	10	1	3	17	11	2	4
HEALTH LABORATO	23	15	4	4	13	10	1	2
MEDICAL OFFICE	68	46	6	16	44	23	8	13
NURSING ASSISTA	66	45	9	12	55	35	10	10
ELECTRICAL TECH	114	58	30	26	145	80	37	28
ELECTRONICS TEC	183	116	28	39	132	70	15	47
HEATING AIR CON	8	2	3	3	25	16	5	4
COMMERICAL DESI	18	12	2	4	28	14	4	10
FASHION ILLUSTR	14	9	5	0	26	18	6	2
MACHINE DRAFTIN	35	17	8	10	29	17	4	8
PHOTOGRAPHIC TE	54	38	5	11	59	30	18	11
PRINTING	76	47	15	14	96	56	26	14
TELEVISION PROD	47	35	4	8	87	50	21	16
AUTOMOTIVE/TRUC	197	104	41	52	168	102	29	37
MARINE & SMALL	53	27	14	12	54	24	17	13
	2305	1344	432	493	2149	1233	429	465

Figure 4

HHORC Programs -- Assignment Trends from 83/4 to 84/5
Programs are Rank Ordered by the Increase in Assignments from 83/4 to 84/5
The figures in the 2nd and 5th columns = the number of 83/84 assignments minus the number of 84/85 assignments

Black Students

Program	Assignment Increase	83/4 Enr
ELECTRONICS TEC	-46	71
CABINETMAKING	-31	41
DATA PROCESSING	-25	79
MEDICAL OFFICE	-23	40
CHILD CARE	-22	27
COSMETOLOGY	-16	56
AUTOBODY REPAIR	-14	35
RETAILING, MARKE	-13	28
NURSING ASSISTA	-10	23
CARPENTRY	-9	23
WORD PROCESSING	-8	30
PHOTOGRAPHIC TE	-8	32
PLUMBING	-6	29
HEALTH LABORATO	-5	10
BUILDING MAINTE	-3	8
MARINE & SMALL	-3	25
FOOD SERVICE	-2	78
SHEET METAL LAB	-2	21
AUTOMOTIVE/TRUC	-2	77
MACHINE DRAFTIN	0	12
WELDING LABORAT	1	21
HEALTH AIDE	1	9
COMMERICAL DESI	2	9
FASHION/INTERIO	4	20
MACHINE LABORAT	5	17
LEGAL OFFICE PR	5	24
BANKING	6	20
FASHION ILLUSTR	9	10
PRINTING	9	51
HOTEL/HOSPITALI	10	18
HEATING AIR CON	14	6
DENTAL OFFICE	15	9
TELEVISION PROD	15	27
ADVANCED OFFICE	19	48
ELECTRICAL TECH	22	44

White Students

Program	Assignment Increase	83/4 Enr
CARPENTRY	-17	22
ELECTRONICS TEC	-13	11
AUTOMOTIVE/TRUC	-10	34
CABINETMAKING	-8	8
WELDING LABORAT	-5	8
LEGAL OFFICE PR	-5	5
BUILDING MAINTE	-4	0
MACHINE DRAFTIN	-4	3
SHEET METAL LAB	-3	6
COSMETOLOGY	-3	15
HOTEL/HOSPITALI	-3	3
HEALTH LABORATO	-3	4
AUTOBODY REPAIR	-2	11
DATA PROCESSING	-2	26
RETAILING, MARKE	-1	6
MACHINE LABORAT	0	2
WORD PROCESSING	0	10
FOOD SERVICE	1	15
PLUMBING	1	18
CHILD CARE	1	7
HEALTH AIDE	1	0
NURSING ASSISTA	1	6
FASHION ILLUSTR	1	6
ADVANCED OFFICE	2	9
MEDICAL OFFICE	2	6
HEATING AIR CON	2	9
COMMERICAL DESI	2	2
DENTAL OFFICE	3	4
FASHION/INTERIO	3	0
MARINE & SMALL	3	11
ELECTRICAL TECH	7	24
BANKING	[illegible]	2
PRINTING	11	15
PHOTOGRAPHIC TE	13	3
TELEVISION PROD	17	34

Figure 4 (Con't)

HWDRC Programs -- Assignments Trends from 83/4 to 84/5
Programs are Rank Ordered by the Icrease In assignments from 83/4 to 84/5
The figures in the 2nd column = the number of 83/84 assignments minus the number of 84/85 assignments

Other Minority Students

Program	Assignment Increase	83/4 Enr
BUILDING MAINTE	-20	4
AUTOMOTIVE/TRUC	-15	42
COSMETOLOGY	-9	24
WORD PROCESSING	-8	9
RETAILING, MARKE	-7	1
AUTOBODY REPAIR	-5	16
DATA PROCESSING	-5	25
CABINETMAKING	-3	9
MEDICAL OFFICE	-3	13
DENTAL OFFICE	-2	6
HEALTH LABORATO	-2	5
NURSING ASSISTA	-2	7
MACHINE DRAFTIN	-2	6
PLUMBING	-1	6
LEGAL OFFICE PR	-1	5
CHILD CARE	-1	15
PHOTOGRAPHIC TE	0	8
PRINTING	0	9
MACHINE LABORAT	1	2
WELDING LABORAT	1	6
BANKING	1	12
HEALTH AIDE	1	4
HEATING AIR CON	1	0
MARINE & SMALL	1	9
SHEET METAL LAB	2	2
FASHION/INTERIO	2	3
ELECTRICAL TECH	2	21
FASHION ILLUSTR	2	0
FOOD SERVICE	3	16
HOTEL/HOSPITALI	4	3
COMMERICAL DESI	6	2
CARPENTRY	7	11
ADVANCED OFFICE	8	11
ELECTRONICS TEC	8	30
TELEVISION PROD	8	9

HHORC FIRST PREFERENCES: NUMBERS REPRESENT DIFFERENCE BETWEEN # FIRST PREFERENCES THIS YEAR AND # FIRST PREFERENCES LAST YEAR

SHADED AREAS = DECLINE

	BLACK	WHITE	OTHER MINORITY
FOOD SERVICE	-59	-4	-15
RETAILING, MARKETING & MNGMT	+5	-1	-1
CABINETMAKING	-3	-5	+2
CARPENTRY	-7	-9	-2
PLUMBING	-6	-5	-1
BUILDING MAINTENANCE & REPAIR	-3	+1	-1
AUTOBODY REPAIR LAB	-29	-10	-19
MACHINE LABORATORY	-3	+1	+2
SHEET METAL LABORATORY	-2	-3	+2
WELDING LABORATORY	-1	-8	-1
ADVANCED OFFICE & MANAGEMENT	-26	-4	+2
LEGAL OFFICE PROCEDURES	+7	-4	-7
DENTAL OFFICE ASSISTANT	-5	-2	+4
WORD PROCESSING	+7	-3	+10
BANKING	-13	+4	-10
CHILD CARE	-15	+3	+6
COSMETOLOGY	-54	+2	+2
FASHION/INTERIOR DESIGN	-27	+5	-4
HOTEL/HOSPITALITY	+4	-1	-2
DATA PROCESSING	-17	-1	+5
HEALTH AIDE	+6	0	-1
HEALTH LABORATORY SKILLS	+3	-5	+2
MEDICAL OFFICE ASST - CLINICAL	+11	-5	+9
NURSING ASSISTANT	-23	-2	+2
ELECTRICAL TECHNOLOGY	+22	+13	-5
ELECTRONICS TECHNOLOGY	-27	-9	-10
HEATING AIR CONDIT & REFRIG	+6	-1	-4
COMMERICAL DESIGN	-1	-1	+4
FASHION ILLUSTRATION	+8	-3	+1
MACHINE DRAFTING	+1	-3	-1
PHOTOGRAPHIC TECHNOLOGY	-15	+4	-15
PRINTING	+11	+2	-1
TELEVISION PRODUCTION	+57	+5	+7
AUTOMOTIVE/TRUCK REPAIR	-9	-10	-3
MARINE & SMALL ENGINE REPAIR	-1	+4	-3

FIGURE 5

FIGURE 6

HHORC Proposed Assignments for 1984/85 (as of 5/25)
Showing Difference between Capacity and Assignments

	Capacity				Assigned				Capacity minus # Assigned		
	B	W	D	**	B	W	D	**	B	W	D
FOOD SERVICE	103	36	35		84	20	24		19	16	11
RETAILING, MARKE	49	17	16		19	2	1		30	15	15
CABINETMAKING	53	18	18		24	11	9		29	7	9
CARPENTRY	53	18	18		48	19	20		5	0	-1
PLUMBING	50	17	17		33	21	10		17	-3	7
BUILDING MAINTE	28	10	9		22	7	8		6	3	1
AUTOBODY REPAIR	49	17	16		39	17	14		10	0	2
MACHINE LABORAT	24	8	8		20	2	6		4	6	2
SHEET METAL LAB	24	8	8		23	5	6		1	3	2
WELDING LABORAT	24	8	8		28	7	10		-3	1	-1
ADVANCED OFFICE	48	17	16		59	8	16		-10	9	0
LEGAL OFFICE PR	24	8	8		29	4	12		-4	4	-3
DENTAL OFFICE	24	8	8		21	5	8		3	3	0
WORD PROCESSING	24	8	8		26	12	8		-1	-3	0
BANKING	24	8	8		23	9	12		1	0	-3
CHILD CARE	48	17	16		12	14	19		36	3	-2
COSMETOLOGY	51	18	17		50	21	19		1	-2	-1
FASHION/INTERIO	26	9	8		27	10	7		0	0	1
HOTEL/HOSPITALI	26	9	8		23	1	8		3	8	0
DATA PROCESSING	51	18	17		67	31	29		-15	-12	-11
HEALTH AIDE	26	9	8		11	2	4		15	7	4
HEALTH LABORATO	26	9	8		10	1	2		16	8	6
MEDICAL OFFICE	26	9	8		23	8	13		3	1	-4
NURSING ASSISTA	49	17	16		35	10	10		14	7	6
ELECTRICAL TECH	96	34	32		80	37	28		16	-2	4
ELECTRONICS TEC	96	34	32		70	15	47		26	19	-14
HEATING AIR CON	1	0	0		16	5	4		-14	-4	-3
COMMERICAL DESI	13	4	4		14	4	10		0	0	-5
FASHION ILLUSTR	13	4	4		18	6	2		-4	-1	2
MACHINE DRAFTIN	13	4	4		17	4	8		-3	0	-3
PHOTOGRAPHIC TE	38	13	13		30	18	11		8	-4	2
PRINTING	74	26	25		56	26	14		18	0	11
TELEVISION PROD	36	13	12		50	21	16		-13	-7	-3
AUTOMOTIVE/TRUC	100	35	34		102	29	37		-1	6	-2
MARINE & SMALL	53	18	18		24	17	13		29	1	5

Bureau of Equal Educational Opportunity
The Commonwealth of Massachusetts
Department of Education

1385 Hancock Street, Quincy, Massachusetts 02169

April 23rd 1984

TO: John Coakley

FROM: Charles Glenn

RE: Review of Magnet Vocational Program Assignments

Thank you for arranging a meeting last Thursday in your office to review with Mr. Caradonio the assignment requirements related to city-wide vocational programs.

I requested at that time that Mr. Caradonio develop an "action plan" covering measures by the school system to encourage sufficient applications from each racial/ethnic group to permit assignment of and maintenance of enrollments in each program consistent with the "admissions criteria" section of the Unified Plan. Such measures would include participation by all middle school students and ninth graders in exploratory cluster programs designed to expose them to a broad range of occupations and to encourage them to consider applying to city-wide vocational programs. It would also include career guidance efforts tied specifically to the available programs, vigorous outreach from the various programs to encourage applications, follow-up on students who express interest, assignment of staff with specific responsibility for recruitment (with an indication of what portion of their time would be or already is devoted to it), supplementary recruitment for programs for which (at the time of initial assignments) an insufficient pool of applicants from any racial/ethnic group are available, and follow-up with assigned students to increase the likelihood of their attending in the Fall.

It was my understanding from the discussion that definite problems exist in obtaining the cooperation of some headmasters and middle school and high school guidance staff, and that, currently, no staff have the primary responsibility of recruitment for city-wide vocational programs. I understand that there was considerable participation in a recent "career day," and that Boston staff will be receiving training arranged by the Department of Education on recruitment of under-represented groups to vocational programs. I'm sure you will agree that such activities, valuable as they are, must be supported by a solid commitment at the sending schools, and we will be looking for evidence of such commitment.

I agreed to state, in writing, the concerns with which we will approach the review of proposed assignments to city-wide vocational programs.

We expect that the proposed assignments to each city-wide program (the Humphrey Center and the "magnet programs" at certain high schools) will reflect the required standards. We expect that

> insufficient applications for a particular program from students of one race will result in the underenrollment of the program

and that there will be

> supplementary recruitment in the event that insufficient applications are received from students of one race.

We also expect that admissions to these programs

> shall be made on the basis of equal numbers of male and female students, so far as the pool of applications filed permits.

I went over these and other requirements of the "admissions criteria" from the Unified Plan with you and Mr. Caradonio to assure that we were all agreed about what the Court has required with respect to city-wide vocational program assignments.

I questioned Mr. Caradonio about language in his April 6th response to Report No. 2, which suggested that he believed that

> the State also calls for the adoption of procedures which will further decrease enrollments in vocational/occupational programs.

I pointed out that

(a) these procedures are required by the Unified Plan and have been since 1975; and

(b) the Court-ordered procedures are designed and intended to assure full enrollment of each program on a desegregated basis, as part of the remedy for previous violations of the constitutional rights of minority students in the vocational area in Boston. Such full enrollment depends upon vigorous and coordinated efforts to encourage applications from students of all racial/ethnic groups, male and female. It is the lack of such efforts, and in particular of cooperation on all levels of the School Department, which would result in underenrollment of any program and thus in denial of educational opportunities.

I believe that we reached an understanding about the source and nature of assignment requirements, and the efforts required to achieve compliance and full enrollment for each program. I will look forward to receiving an "action plan" from Mr. Caradonio and the proposed assignments - in early May - from you.

cc. Franklin Banks, Robert Blumenthal, Esq., Dr. David Cronin
Marlene Godfrey , James Caradonio, Boston Public Schools

BOSTON PUBLIC SCHOOLS
EDUCATION/EMPLOYMENT
JAMES A. CARADONIO, Director

May 4, 1984

MEMORANDUM TO: Dr. Charles Glenn
FROM: James A. Caradonio
RE: "Action Plan"

The enclosed information is in response to your early May request for an action plan which will address recruitment and retention of students to vocational programs in the Boston Public Schools.

I would like to emphasize that this is by no means a complete document and that a more comprehensive action plan is currently being developed by members of the Vocational Education Marketing Committee. This committee is meeting on a regular basis to develop an effective working plan. I will forward the final document to you as soon as it is completed.

Enclosures include:

- Mission statement
- Objectives
- Completed and On-going Citywide Marketing Activities (with documentation)
- Proposed Citywide Marketing Activities
- Committee Roster
- Resource Persons
- Humphrey Center Recruitment Strategies

Please feel free to call me or Juanita Hardrick regarding any questions you may have.

Your interest is appreciated.

c: Robert Spillane
John Coakley
Juanita Hardrick
Clifford Janey

75 NEW DUDLEY STREET, BOSTON, MASSACHUSETTS 02119 • (617) 442-5200, x587, 588

PROPOSED OBJECTIVES

1. To encourage sufficient applications from each racial/ ethnic group to permit assignments and maintenance of enrollments in each program consistent with the "admissions criteria" section of the Unified Plan.

2. To increase participation of all 7th, 8th, and 9th grade students in exploratory programs for the purpose of exposing them to a broad range of occupations and to encourage their application to citywide vocational programs.

3. To develop an in-service training program for appropriate Boston Public School staff on how to recruit under-represented groups to vocational programs.

4. To develop effective outreach and recruitment activities for citywide vocational programs to be implemented by career guidance counselors and other appropriate Boston Public School staff.

5. To systemitize the follow-up process for students who have expressed interest in vocational occupational careers.

6. To organize a supplementary recruitment effort for programs lacking a sufficient pool of applicants from any racial/ethnic group and to encourage students to attend vocational education programs in the Fall as assigned.

7. To address student retention issues by utilizing the in-service training program for vocational educators: Making It Work - Module I (Strategies for Retaining Students in Vocational High Schools)

8. To develop, implement and maintain a community outreach program which will encourage local businessess agencies and colleges to utilize vocational facilities within the Boston Public Schools.

COMPLETED AND ON-GOING CITYWIDE MARKETING ACTIVITIES

1. Publications-disseminated to parents, students, businesses, colleges, community agencies, State Department
   - Education & Employment Newsletter
   - School Based Restaurants
   - The Humphrey Center Bulletin
   - Vocational/Occupational Education Fact Sheet
   - Scholarships for Vocational/Occupational Students
2. Career School Expo '84
3. Citywide Celebration of Vocational Education Week
4. LIFE Conference (Living Is For The Elderly)
5. In-Service Staff Development for Guidance Counselors: Project B.I.C.E.P. (Barnstable Instructional Career Education Program).
6. Business Seminars for Business Instructors on Office Automation
7. Citywide Type-Off
8. Commonwealth In-Service course for I.A. instructors: "High Tech Career Guidance Information"

PROPOSED CITYWIDE MARKETING ACTIVITIES

1. Develop standardized career themes based on HORC clusters to be presented in 3 year cycles.

2. Organize student peer recruitment teams to demonstrate acquired vocational skills.

3. Implement shadowing programs which provide students with an opportunity for hands-on experiences according to their interests.
4. Provide curriculum enrichment opportunities through mini exploratory programs at Boston Public Schools, Community and business sites.

5. Design and publish, posters, brochures, and a yearly calendar containing visuals and information to support recruitment for vocational education in Boston Public Schools.

6. Perform on-going research and evaluation to produce data for updating B.P.S. staff in the areas of student interests, retention, and program strengths and weaknesses.

7. Develop and implement appropriate media activities to get the word out about vocational education.

8. Implement the Intergenerational Program between B.P.S. students and senior citizens. This activity will focus on learning video tape and interview techniques and will utilize The Humphrey Center's facilities.

Other citywide recruitment activities will be developed by the Marketing Committee as they get deeper into the project.

THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

BOSTON PUBLIC SCHOOLS
HUBERT H. HUMPHREY OCCUPATIONAL RESOURCE CENTER

Headmaster
CLIFFORD JANEY

Assistant Headmasters
THOMAS GIACCHETTO
DIANA JONES

May 1, 1984

MEMORANDUM

TO: Mr. James Caradonio

FROM: Clifford Janey, Headmaster

RE: Recruitment Strategies

In response to your request for documentation of recruitment strategies employed at the Humphrey Center during School year 1983-84, I submit the following:

	Activity	Expected Outcomes
1.	* Direct mailing to all 9th graders in the Boston Public Schools	- Increased contact with potential skill students - More diversified enrollment patterns in terms of sex and race
2.	Quarterly 9th grade career information assemblies for exploratory students currently enrolled at the Humphrey Center	- Increased retention rate, i.e., in 1984/85 more students will enter skill programs from their exploratory experience
3.	Special 9th grade workshops conducted by O.R.C. guidance staff for students pursuing non-traditional careers.	- More diversified enrollment patterns in terms of sex and race
4.	Assemblies for newly assigned skill students on the assignment and transfer process	- Increased retention rate between semesters and school years
5.	Visitations by staff and students to selected high schools such as Charlestown, English, Umana, Brighton	- The Umana and Brighton were chosen to try to retain the 64% and 66% increase of assigned students from these schools respectively - English was selected to clarify

*Attached

		student and staff concerns about accessing the Humphrey Center given the new reorganization. - Charlestown was chosen to address white and other minority students
6.	Distribution of Posters, flyers and buttons to high schools and middle schools	- Image building and general support for vocational education
7.	Information dissemination to Humphrey Center parent council members	- Same as above
8.	Humphrey Center Graphics Career Fair	- Concentrated effort to recruit students into underenrolled programs
9.	Development of 9th grade student council, VICA, DECA and O.E.A. activities—raffles, competitions field trips.	- Student pride and identification with the Humphrey Center
10.	Schoolwide parent council raffle and a parent handbook (draft to be ready by May 31, 1984.)	- Scholarship monies and toolkit awards at graduation - Sharing of information to other school parent councils
11.	Distribution of posters and flyers by students and staff to respective neighborhood agencies across the city	- Increased awareness to neighborhoods

You should note that the appointment of a Job Development Officer will increase our capacity to recruit student by virtue of the public information skills required in the job.

vds
Mr. John Coakley
cc: Mr. Thomas Giacchetto
Mrs. Juanita Hardrick
Mrs. Diana Jones

THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

BOSTON PUBLIC SCHOOLS
HUBERT H. HUMPHREY OCCUPATIONAL RESOURCE CENTER

Headmaster
CLIFFORD JANEY

Assistant Headmasters
THOMAS GIACCHETTI
DIANA JONES

March 19, 1984

Dear Student:

In a very short time you will be making a decision for the 1984-85 school year. We are sending you the enclosed material to help you make that decision.

Read all the material over very carefully. Discuss it with your parents/guardians. Make a decision that will be a good one for you for the next school year.

Take advantage of the many exciting vocational programs which we have here which will prepare you to become a skilled worker. We will also prepare you to continue your education if that is your choice. Once you have learned, then you can earn money in a job which our job-placement person will find for you. You can keep this job on a part-time basis while you continue your education. Or, you can get a full-time job when you graduate.

Keep The Humphrey Center in your mind when you fill in your application for next year.

Your school will give you your application shortly. Indicate on that application that you choose to come to The Humphrey Center. It is a decision you will be happy you have made!

See you at The Humphrey Center!

Sincerely yours,

Clifford Janey

Clifford Janey
Headmaster

75 NEW DUDLEY STREET, BOSTON, MASSACHUSETTS 02119 • 442-5700 AREA 617

THE HUMPHREY CENTER
PROGRAM OFFERINGS

- BUSINESS/DATA PROCESSING
  - ADVANCED OFFICE AND MANAGEMENT
  - DATA PROCESSING
  - LEGAL OFFICE ASSISTANT
  - MEDICAL SECRETARY
  - WORD PROCESSING
- COMMERCIAL MALL
  - BANKING
  - CHILD CARE
  - COSMETOLOGY
  - FASHION DESIGN
  - FOOD SERVICE
  - HOTEL/HOSPITALITY
  - RETAIL/MARKETING/MANAGEMENT
- CONSTRUCTION
  - BUILDING MAINTENANCE AND REPAIR
  - CABINETMAKING
  - CARPENTRY
  - ELECTRICITY
  - HEATING, AIR CONDITIONING, AND REFRIGERATION
  - PLUMBING
- GRAPHICS/MEDIA
  - COMMERCIAL DESIGN
  - ILLUSTRATION/ADVERTISING
  - MACHINE DRAFTING
  - PHOTOGRAPHIC TECHNOLOGY
  - PRINTING
  - TELEVISION PRODUCTION
- HEALTH
  - DENTAL ASSISTANT
  - HEALTH AIDE
  - MEDICAL LABORATORY SKILLS
  - MEDICAL OFFICE ASSISTANT
  - NURSING ASSISTANT
- METALS FABRICATION/ELECTRONICS
  - AUTOBODY REPAIR LABORATORY
  - BASIC ELECTRONICS
  - COMMUNICATIONS ELECTRONICS
  - COMPUTER ELECTRONICS
  - MACHINE TECHNOLOGY
  - SHEET METAL LABORATORY
  - WELDING LABORATORY
- POWER MECHANICS
  - AUTOMOTIVE/TRUCK REPAIR
  - MARINE AND SMALL ENGINES REPAIR

March 1984

The Hubert H Humphrey Occupational Resource Center 75 New Dudley Street Boston MA 02119 Tel (617) 442-5200

WHAT YOU SHOULD KNOW ABOUT THE HUMPHREY CENTER

1. What is The Humphrey Center?

   It is a vocational-training facility which prepares you for a career after high school graduation. (It is sometimes referred to as ORC.)

2. Where is The Humphrey Center?

   It is next to Madison Park High School, but it is not a part of Madison Park.

3. Can I attend The Humphrey Center?

   Yes. Any high-school student attending a Boston public high school can go to The Humphrey Center.

4. How do I get to The Humphrey Center?

   If you come to the Center in the morning, a bus will pick you up (if you live more than two miles away). When you complete your program training, a bus will take you to your home school for classes.

   If you attend the afternoon session, a bus will take you from your home high school to the Center. When you complete your program training, a bus will take you to your home (if you live more than two miles away).

5. How long are sessions at The Humphrey Center?

   Morning and afternoon sessions are 2 hours 45 minutes according to state law.

6. Is The Humphrey Center a safe place to go to school?

   It certainly is. The same students who attend all Boston high schools make up the student body at The Humphrey Center. In addition, Humphrey Center staff and instructors are outside the building at the school bus stops to meet you when you arrive and to assist you when you leave the Center.

7. Why should I attend The Humphrey Center?

   You will learn skills which will help you get a full-time job when you graduate from high school or which will get you a part-time job to help pay college expenses.

8. How many points do I get for completing courses at The Humphrey Center?

   You get 7 1/2 credits or points for each semester. In one year, you receive 15 credits or points.

9. Will I be able to learn skills at my own speed?

Yes. You will learn and work at a speed which is comfortable for you. If you learn quickly, you will advance rapidly. If you have any difficulty, we will help you to be successful.

10. I do not speak English very well. Can I get help?

Yes. Bilingual teachers and bilingual aides at The Center are very willing to help you.

11. Can I get extra help in math and reading if I need it?

Absolutely. We have specialists in math and reading to assist you.

12. I am a college-bound student. Are Humphrey Center programs for me?

Certainly. Just schedule your required academic classes during the four periods you are at your home high school.

13. Can I get help in finding a job when I graduate?

Yes. The Humphrey Center has a job-placement staff. These people will help you to get the best job possible according to the skills you have mastered. Counselors at the Center will also help you apply for a technical school, a trade school, or the college of your choice.

14. Can I practice the job skills I have learned before I leave the Center?

Yes. We have work experience programs for all students who have completed their skills training. We arrange work experiences while you take regular academic classes at your home high school.

15. I already have a part-time job in the afternoons. Will I still be able to work and go to The Humphrey Center?

Yes. Discuss your job with our job placement counselor. Depending on the skills you are gaining both on the job and in your Humphrey Center program, you will receive early dismissal, provided your job relates to your Humphrey Center training.

16. I want to participate in after-school sports. Will that be a problem?

Not at all. Give the list of scheduled games to your instructor. If you are listed on the roster, you will receive permission to attend after-school games.

Student Assignments: TRANSFERS

The Student Assignment Procedures identify five categories of transfers for students:

a. change of address

b. programmatic

c. desegregative

d. sibling, and

e. medical

Each category requires specific procedures and principals/headmasters must explain the policies and procedures required for each type of transfer.

The parent/guardian of every student with an assignment within the Boston Public Schools is entitled to request transfer to another school. In addition, the parent/guardian of an eligible student may request transfer to a program that requires admission through authorized transfer only:

1. the parent of a student assigned to half-day kindergarten may request transfer to the geocoded Extended Day Program, to another Extended Day Program within the district, or to an Extended Day Program in District IX, or any other kindergarten within the district of residence

2. the parent of a student assigned to an Extended Day Program may request transfer to the geocoded half-day kindergarten or any other kindergarten within the district of residence or within District IX

3. the parent of a student assigned to a bilingual program may request transfer to another bilingual program for the same grade level within the district or within District IX (bilingual advanced work class/academically talented section excepted)

4. the parent of a student assigned to an advanced work class/academically talented section may request transfer to an advanced work class/academically talented section in District IX (in District V, a parent of a student assigned to one advanced work class may request transfer to the other advanced class)

5. a parent of a student or a student eighteen years or older may request transfer into, within, or out of special education

6. a parent or a student eighteen years or older assigned to grade 9, 10, or 11 may request transfer into, within, or out of most vocational education programs, if the requested program is offered for the student's grade.

A. Transfers for Change of Address

After the first month of the school year, a written parental request must be submitted to transfer to another community district school if a change of address is geocoded to another community district school or to remain until the end of the school year at the community district school of assignment at the date of the change of address.

B. Transfers for Programmatic Reasons

Requests for programmatic transfers may be made at any time of the school year but those requests may be processed only twice a year: 1) after July 15 for all requests that have accumulated until that date and 2) after December 15 for all requests that have accumulated until that date.

Programmatic transfers with the general exception of transfers within bilingual education and special education are subject to:

1) seat availability by race, and

2) lottery of requests if more requests are made than seats by race are available.

A student who is in a Cooperative Vocational Education Program or in the Hubert Humphrey Occupational Resource Center or in the AW/AT Program or in an Examination School may request a transfer out of such a program and action on the request may be made at any time. This rule does not apply to transfers into such programs. Moreover, such a transfer may be effected only if the administrator of the program/school can attest to good-faith efforts made to support and encourage the student in the program/school.

C. Transfers for Desegregative Reasons

Processing within the Department of Implementation:

1) approval if transfer would result in the improvement of the racial composition of both the sending and receiving schools, i.e., movement toward the ideal percentages for both schools;

2) rejection if any other impact on racial composition of either or both schools.

D. Transfers for Siblings

a. such transfers are subject to the restrictions of desegregative transfers;

b. sibling transfers require the siblings to be eligible for identifical programs and instruction levels.

E. Transfers for Medical Reasons

Medical transfers:

1) may be obtained only for an incapacity of a student caused by or exacerbated by an assignment to a school;

2) require the statement of a physician;

3) require approval by the community district superintendent.

Medical transfers are granted for varying durations based upon the student's incapacity.

F. Transfers According to The Code of Discipline

Transfers for disciplinary reasons require the submission on signed, dated letterhead by the Community District Superintendent of:

1) specification that all requirements of the Code of Discipline, have been completed;

2) the name of the recommended receiving school within the same district; or

3) the name of the recommended receiving school and the agreement of the Community District Superintendent of the recommended receiving school if the recommended receiving school is within the administration of another community district.

G. Transfers between Instructional Levels

Certain changes of grades constitute transfers between instructional levels.

Consequently, changes of grades:

1) within kindergarten
2) from KII to grade 1
3) from grade 5 to grade 6
4) from grade 8 to grade 9

require the written approval of the community District Superintendent of the "present" school.

REVIEW OF 1983-84 TRANSFERS

The Department of Implementation provided a printout of transfers in and out of schools granted between July 1, 1983 and March 23, 1984, by school, by grade, by race. This information was analyzed to determine (a) the scale of transfers of various types, and (b) whether patterns of abuse of transfers seem to exist.

Number of Transfers Granted July 1, 1983 to March 23, 1984

	Black	White	Other
a. Change of Address transfers into schools	1,730	504	899
b. Programmatic transfers into schools	1,193	695	531
c. Desegregative transfers into schools	28	35	39
d. Sibling transfers into schools	75	38	83
e. Medical transfers into schools	18	28	11

	Black	White	Other
Bilingual transfers into schools	80	29	290
Special Education transfers into schools	383	246	164

In each case essentially the same numbers were reported "transferred out of" other schools.

Although a greater use of "medical" and "desegregative" transfers of white students may reflect a greater sophistication about how to get children into the desired schools, the scale of the problem - if it is one - is minor.

Areas of Concern

The data was spot-checked, with special attention to middle and high schools, for patterns suggesting potential abuse. No problems were uncovered which require further investigation at this time.

For example, concern was created by the granting of 115 transfers of white students into District VIII schools for programmatic and desegregative reasons, compared with only 41 in District VII. Does this indicate a "flight" to predominantly-white schools? Closer analysis, comparing the number of transfers with total white enrollment, reveals that in each case transfers represent 5%. There is not a disproportionate number of such transfers into District VIII schools.

Another potential problem is the use of "behavioral" transfers, predominantly of Black students. While no schools reported such transfers out, there were 18 transfers of Black students into different high schools. We have been told, in visiting a number of schools, that it is sometimes desirable or necessary to transfer a disruptive student. We looked for a pattern of certain schools receiving a disproportionate number of such transfers. Such a pattern does not seem to exist. No high school received more than three such transfers (Jamaica Plain and Charlestown); some schools (Hyde Park, Burke, Madison Park) received two; others (Brighton, Dorchester, Boston High, Copley Square, English, Umana) received one. In short, no school is clearly a "dumping ground" for difficult students.

The only possible unfairness is that certain schools did not receive any behavioral transfers: the three exam schools (for obvious reasons), West Roxbury, South Boston, and East Boston. We are not able to say to what extent these schools transfer out their disruptive students without accepting such students from other schools. At very least this pattern must be taken into account in assessing discipline and security issues in high schools.

STAFF

STAFF

Mandate

The desegregation of faculty and administrative staff shall be implemented according to the standards contained in the orders of July 31, 1974; January 28, 1975; the amended Order of August 30, 1975; the Order of February 24, 1976, the Special Order of July 7, 1977; the Further Order of July 5, 1978; the Modification of January 27, 1981; the Conditional Order of June 2, 1981; and the Bench Order of July 9, 1981.

PROCESS

The following documents from the School Department were analyzed:

Report to the United States District Court on Administrators of January 15, 1984; Report on the number of White, Black, and Other Minority Permanent and Acting Administrators of March 19, 1984; Status Report - Affirmative Action (Memorandum of Superintendent Spillane to the School Committee, March 9, 1984); two memorandams from Dr. Spillane to the School Committee on Acting Positions, one dated March 27, 1984; one dated April 23rd 1984, and adopted by the School Committee; and several additional letters and memoranda, all included in volume II of this report. Monitors also interviewed appropriate central office personnel.

OBJECTIVE

To determine whether the 20% Black requirement for teaching and administrative positions continues to be met.

FINDINGS

PERCENTAGE OF BLACK TEACHERS AND ADMINISTRATORS

	REPORT #1 (6/83)	REPORT #2 (2/84)	CURRENT FINDINGS
TEACHERS	20.46	20.30	20.85
CATEGORY I ADMINISTRATORS	21.14	21.14	22.76
CATEGORY II ADMINISTRATORS	21.76	NOT MONITORED	24.44

Source: Boston Public Schools (Reports to the United States District Court on the Number of White, Black, and Other Minority Teachers and Administrators, March 19, 1984).

QUESTION: Are acting administrative appointments being used to circumvent the requirement for 20% black administrators (both categories)?

FINDINGS

Problems with acting appointments will be discussed below, but it is clear from the statistics already reported that appointments to an "acting" rather than "permanent" status are not being used to evade the 20% requirement.

OBJECTIVE

2. To determine whether the required procedure for administrative ratings has been followed in all cases.

QUESTION: How many ratings have been conducted during this monitoring period?

PREVIOUS FINDINGS:

Report #1: (not monitored)
Report #2: Seven, two completed ratings

FINDINGS

Of the seven ratings being conducted in the last reporting period, two more were completed. Since that time, four more have been scheduled, but none completed. For all practical purposes, the promotional rating system described in the court's orders is not being used by the Boston Public Schools. Almost all administrative appointments are on an acting basis; there are now approximately 350 acting administrators in Boston, out of a total administrative staff of 710.

OBJECTIVE

3. To assess the affirmative action efforts of the School Department to reach the goal of 25% Black teachers and administrators.

STATUS

As reported previously, the School Department is filling vacancies from the recall list, as specificially allowed by the court. Nonetheless, as reported above, the percentage of Black teachers and administrators is slowly increasing.

OBJECTIVE

4. To assess the best efforts of the School Department to increase the percentage of other minority teachers and administrators.

QUESTION: Have the percentages of other minority teachers and administrators increased?

PREVIOUS FINDINGS

Report #1	Teachers: 8.25% other minority Category I: 1.63% other minority Category II: 4.01% other minority
Report #2	Teachers: 8.54% other minority Category I: 2.44% other minority Category II: (not monitored)

FINDINGS

The percentage of other minority teachers on March 15, 1984, was 8.42%, a slight increase over a year ago, but a slight decrease since the last monitoring period. The percentage of other minority administrators has increased significantly, however, to 3.25% in Category I and 5.72% in Category II.

QUESTION: What affirmative action and recruitment activities have taken place?

FINDINGS

Volume II contains a copy of a report of the recruitment specialist recently hired by Boston's Department of Personnel and Labor Relations. While there are as yet no substantial results of these recruitment efforts, they appear to the monitors to be positive and appropriate steps towards an effective minority recruitment program.

SPECIAL NOTE

On May 2nd, 1984, Counsel for the School Committee informed the Department of Education that the School Committee had approved a request for modification of the orders requiring a promotional rating system. Such a modification had been recommended in the Second Monitoring Report. The specific terms of any modification will have to be determined through the court-established procedure, but the request for such a modification is a very positive step. At present, the School Department's refusal to use the promotional rating procedure, and to make acting appointments instead, has in effect excluded parents and teachers from the process by which administrators in Boston are chosen.

Greater Boston Regional Education Center
The Commonwealth of Massachusetts
Department of Education

27 Cedar Street, Wellesley, Massachusetts 02181 431-7825

April 11, 1984

Mr. Manuel Monteiro
Acting Deputy Superintendent
Administration and Finance
Boston Public Schools
26 Court Street
Boston, Massachusetts 02108

Dear Mr. Monteiro:

Thank you for hosting and arranging the meeting last week (April 5, 1984) between your key staff members and me regarding staff and administrative monitoring under the court orders. I have been requested by Jim Case to ask you to put in writing your responses to our last monitoring report - the Staff section (Vol. I, February 1, 1984, pp. 19-25, Objectives 1 through 5).

In addition, we would like information on the new recruiter's accomplishments to date, as well as his plans for the spring. We recognize that this position has only recently been filled, but nonetheless will need this material for inclusion into our next monitoring report.

As I mentioned in our meeting, I need any and all material from your office by Friday, April 20, 1934. Besides these two requests for information contained in this letter, I am also expecting the following: 1) a list of positions which have been rated and screened from November 1983 through April 1984 (from Vic McInnis); 2) Any new figures on minority hiring (from Ida White and John Conley); 3) Final and approved proposals on eliminating the backlog of acting positions.

If you would like to discuss any of these matters further, please call me at my office (431-7825), or contact Jim Case at 770-7540.

Sincerely yours,

Nan Stein

Nan D. Stein, Ed.D.
Civil Rights Specialist

NDS:lk
cc: Dr. James Case
Ida White
John Conley
Dr. Victor McInnis
Dr. James Walsh

Citywide Parents Council
59 Temple Place Boston, Mass. 02111 (617) 426-2450

APR 20

April 13, 1984

Ms. Nan Stein
Commonwealth of Massachusetts
Department of Education
1385 Hancock Street
Quincy, Massachusetts 02169

Dear Ms. Stein:

This office has not received a request from the Boston School Department for parent participation on a screening committee since November 1983. The last screening for which a request was received was for the position of Project Director for Interagency Collaboration.

Moreover, despite the School Committee President Rita Walsh-Tomasini's efforts to address the latest proposal for resolving the issue of the more than 400 acting positions, the initial meeting provided no substantive results to comment on. Therefore, another meeting will be scheduled and I am expecting to receive the notification next week.

Sincerely,

James Stanton
Executive Director

A multi-cultural parents organization monitoring quality, desegregated education

THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

BOSTON PUBLIC SCHOOLS
DEPARTMENT OF PERSONNEL AND LABOR RELATIONS
[illegible]
[illegible]

TO: Ida White, Manager

FROM: Carlo Abrams, Recruitment Specialist

SUBJECT: Progress Report

DATE: April 18, 1984

1. Reviewed recruitment procedure, identified two (2) major areas for improvement.

   a) Method for identifying vacancies:

   Recommended change in automated records management system.

   b) Method of advertising:

   Recommended change to local newspapers.

2. Recruited for vacant positions, a total of thirteen (13) vacancies reported to the recruiter by Personnel Analyst and Department Heads between February 16, date of hire, and April 18, date of report. The breakdown is as follows:

RACE	POSITION	NO. REFERRED TO DEPT. BY RECRUITER	SELECTED NO. BY DEPT.	NO. PENDING
Hispanic	Bilingual Aide	7	5	N/A
Haitian	Bilingual Aide	10	6	N/A
Asian	Bilingual Aide	1	0	1
Cape Verdean	Bilingual Aide	4	1	N/A
Hispanic	Attendance Clerk	2	1	N/A
Black	Management Development (Consultant BPS Operations)	2	0	N/A
Black	Curriculum Development (Social Studies Dept.)	3	0	3
		29	13	4

3. Community Contacts

From February 16 to date, I have contacted sixteen (16) organizations requesting their cooperation with the recruitment program. The list is as follows:

- Boston Chinese YES
- Boston University
- Chinese American Civic Association
- Curry College
- Haitian Multi-Service Center
- Harvard University
- Leslie College
- Neighborhood Development Employment Agency
- Opportunities Industrialization Center (OIC)
- Roxbury A.P.A.C.
- Roxbury Community College
- Simmons College
- South End Employment Agency
- U./Mass. Boston
- Wentworth Institute
- WROR-AM

4. Conventions Attended

From February 16 to date, I have attended two (2) Conventions for recruitment purposes:

- Harvard University Job Fair at Harvard University
- National Association of Science Teachers at Sheraton/Boston

5. Recruitment Plans for the Spring

a) Conventions

DATES	NAME	LOCATION
April 18-19	State Wide Conference for teachers	Emmanuel College
April 23,24, 26 & 27	Council for Exceptional Children (CEC)	Convention Center Washington, D.C.
April 25	Howard University Job Fair	Howard University Washington, D.C.

b) Up-dating Contacts

There are approximately sixty (60) organizations listed by the previous recruiter that were used for obtaining names of qualified applicants. During the course of the next month I intend to re-establish contact with the organizations for recruitment purposes.

I also intend to contact Universities in the South which have large numbers of qualified Minority students. Some of the Universities include:

- Spellman College
- Hampton Institute
- Tuskeegee Institute
- Morehouse College
- Clark College

c) Advertising Campaign

I have composed a list of local newspapers representing each neighborhood of the city for purposes of advertising. (see attached list) I also made contact with the local papers to determine what the cost factor would be and found it would cost $272.30 per position to advertise in 15 local newspapers.

In order to expand the campaign, another possibility could be to contact Television and Radio Stations and broadcast that employment opportunities within the Boston Public Schools are being advertised in the local newspapers. If we advertise on television and radio under Public Service Announcements (PSA) it should be cost free.

THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

BOSTON PUBLIC SCHOOLS
OFFICE OF THE DEPUTY SUPERINTENDENT
FINANCE AND ADMINISTRATION
MANUEL P. MONTEIRO

May 2, 1984

Ms. Nan Stein
Civil Rights Specialist
Department of Education
27 Cedar Street
Wellesley, MA 02181

Re: Response to April 11, 1984 Information Request

Dear Nan:

Enclosed you will find the written response you requested in your letter of April 11, 1984. This information was provided verbally at our April 5th meeting.

Since our meeting, the School Committee approved a plan to address the backlog of acting positions. (At its April 26, 1984 meeting). A copy of that plan is enclosed.

If you have any questions on any of the information, please feel free to contact me.

Sincerely,

Manuel P. Monteiro
Deputy Superintendent
Finance and Administration

em

enclosure

THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

BOSTON PUBLIC SCHOOLS
OFFICE OF THE GENERAL COUNSEL

May 2, 1984

MICHAEL J. BETCHER
General Counsel

MARY JO HOLLENDER
Associate General Counsel

Robert H. Blumenthal, Esquire
State Board of Education
Quincy Center Plaza
1385 Hancock Street
Quincy, Massachusetts 02169

Dear Bob:

In accordance with Section VI of the December 23, 1982 Memorandum and Orders of Disengagement, I am presenting to you and by copy of this letter, to all other parties, to the remaining intervenors, and to the C.P.C., a memorandum entitled "Acting Positions" dated April 23, 1984 which contains the substance of a modification to the February 24, 1976 Administrative Staff Desegregation Order. The School Committee is proposing this modification to establish a streamlined process to eliminate the backlog in making permanent appointments to administrative positions, and to prevent a recurrence of a similar backlog. The School Committee is desirous of insuring a meaningful parental role in any mutually-negotiated modifications.

As contemplated in the Disengagement Order, would you please initiate a meeting of the parties to discuss and, if necessary, negotiate over the proposed modifications. The School Committee will be represented by Mr. Robert Hayden and Ms. Barbara Fields and counsel. Other parties may wish to involve appropriate staff people as well.

Very truly yours,

Mike Betcher

Michael J. Betcher
General Counsel

MJB/ctm
Enclosure

cc: Counsel of Record, Citywide Parents Council

26 COURT STREET • BOSTON, MASSACHUSETTS 02108 • 617 726-6320

SCHOOL COMMITTEE OF THE CITY OF BOSTON

May 2, 1984

MEMORANDUM

TO : Ida White, Manager

FROM : John M. Conley

SUBJECT: Hiring Since March 15, 1984 Court Reports

As you are aware, the majority of minority teachers granted retroactive provisional teacher contracts were counted in the March 15, 1984 Teacher Court Report. In addition a permanent black Project Director has been appointed to the Department of Student Services and we are in the process of hiring an acting black Program Director in the Department of Information Systems.

JMC/lg

THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

BOSTON PUBLIC SCHOOLS
DEPARTMENT OF PERSONNEL AND LABOR RELATIONS
[illegible]
[illegible]

May 2, 1984

MEMORANDUM

TO : Ida White, Manager

FROM : John M. Conley

SUBJECT: Increase in Percentage of Black and Other Minority Administrators and Teachers

Pursuant to Dr. Nan Stein's letter of Aprill 11, 1984 to Deputy Superintendent Manuel P. Monteiro, specifically her reference to pp 19-25 of Vol. 1, February 1, 1984 monitoring report, please be advised of the following:

1) The following comparison of the March 15, 1983 and March 15, 1984 Teacher Reports:

	Black %	Other %
March 15, 1983	20.46	8.25
March 15, 1984	20.85	8.42
	+ .39%	+.17%

It should be noted that, even with several hundred permanent white teachers still on recall, we have increased 32 black and 13 other minority teachers over March, 1983. Additionally the increase in other minority teachers was not limited to the area of bilingual education.

2) The following comparison of the March 15, 1983 and March 15, 1984 Administrator Reports:

Category I	Black %	Other%
March 15, 1983	21.14	1.63

Category I	Black %	Other %
March 15, 1984	22.76	3.25
	+1.62	+1.62

Category II	Black %	Other %
March 15, 1983	21.76	4.01
March 15, 1984	24.44	5.72
	+2.68	+1.71

The number of black headmasters and principals (Category I) have increased by two (2) between March, 1983 and March, 1984. The number of other minority headmasters and principals (Category I) have also increased by two (2) between March, 1983 and March, 1984. Additionally the number of black Category II administrators have increased by twenty seven (27) between March, 1983 and March, 1984 and the number of other minority administrators have increased by twelve (12) between March, 1983 and March, 1984.

3) After reviewing teaching certificates/approvals on file in this office (a printout was provided to the state monitor resulting in their analysis showing forty two (42) teachers under review) and contacting those individuals without certifications approvals on file and contacting the Bureau of Teacher Certification it has been determined that all but six (6) of those forty-two (42) teachers are certified or approved. One (1) of them is resigning effective June 30, 1984. A determination must be made as to the future status/employment of the five (5) remaining.

IW/lg

THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

[illegible] PUBLIC SCHOOLS
[illegible]
[illegible]
[illegible]

[illegible]
[illegible]
[illegible]
[illegible]

May 2, 1984

MEMORANDUM

TO: Sandy Tennant

FROM: V. McInnis

RE: Findings (122) on Page 21

The status of each of the five promotional ratings which were incomplete as of November 10, 1983* is as follows:

Position	Status
Headmaster, English High School	No nomination made pending reorganization of English High School
Program Director for Reading	Person has been appointed to this position - approval by School Committee
Project Director for Interagency Collaboration	Person has been appointed to this position - approval by School Committee
Project Director - Department of Student Support Services	Rating cancelled
Educational Specialist/Horticultural - Phillis Wheatley School	Rating cancelled

* Report attached

RT

THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

April 20, 1984

PROMOTIONAL RATINGS

Since November, 1983

Name of Position	Status (as of April 20, 1984)
Coordinators (2) For Bilingual/ Multicultural Education Resources posted March 19, 1984	Credentials due April 23, 1984
Project Director, Title VII posted March 19, 1984	Credentials due April 23, 1984
Specialist, Title VII posted March 26, 1984	Credentials due April 23, 1984
Assistant Business Manager, Expenditures	To be posted approximately on April 30, 1984

THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

BOSTON PUBLIC SCHOOLS
RECRUITMENT AND EVALUATION UNIT
VICTOR A. McINNIS, Ed. D.
SENIOR EVALUATION COORDINATOR

JOSEPH F. CAREY
Evaluation Specialist

LIVAUGHN CHAPMAN
Recruitment Specialist

November 10, 1983

PROMOTIONAL RATINGS

Since July 1, 1983
(including those initially posted in June, 1983)

Name of Position	Status (as of November 10, 1983)
Occupational Development Specialist HHHORC (posted 6/10/83)	Approved by School Committee
Placement Specialist Ch. 74 HHHORC (posted 6/10/83)	Approved by School Committee
Headmaster, English High School (posted 6/15/83)	Finalists' names sent to Superintendent for nomination of one to School Committee
Program Director for Reading	Candidates being interviewed by central screening committee
Project Director for Interagency Collaboration	Applications due 11/21/83 Credentials due 11/30/83
Project Director - Department of Student Support Services	To be posted approximately on 11/14/83
Educational Specialist/Horticultural - Phillis Wheatley School	To be posted approximately on 11/15/83

26 COURT STREET, BOSTON, MASSACHUSETTS 02108 • 726-6389 AREA 617

THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

BOSTON PUBLIC SCHOOLS
OFFICE OF THE SUPERINTENDENT
ROBERT R. SPILLANE

APR 24 1984

April 23, 1984

MEMORANDUM

TO: President and Members, Boston School Committee

FROM: Robert R. Spillane, Superintendent Robert R. Spillane

SUBJECT: Acting Positions

At its April 13 meeting, the Subcommittee on Personnel considered the recommendations on "acting positions" which I had forwarded to the School Committee. The subcommittee decided to refer the issue of "acting positions" to the School Committee as a whole in Executive Session. They further requested that we provided a brief updated synopsis of the recommendations included in the March 27 memorandum on "acting positions."

The purpose of the memorandum is to provide that synopsis in three parts:

- -- Need for an expedited procedure to reduce the backlog
- -- The expedited procedures
- -- A modified process for the future

I. Need for Expedited Procedures to Reduce the Backlog

We presently have approximately 350 acting positions. They roughly break out as follows:

- -- 200 school-based positions most of whom have been appointed within the past year.
  - -- 10 Acting Headmasters/Principals
  - -- 26 Acting Assistant Headmasters (High School)
  - -- 12 Acting Assistant Principals (Middle School and Elementary Schools)
  - -- 140 Department Heads, Development Officers, Registrars (High School)

- -- 12 Miscellaneous (Guidance Counselors, Job Supervisors, HHORC positions)

-- 80-90 Positions - Central Administration

-- 50-60 Positions - Bilingual/Special Education Curriculum and Instruction

-- 10 Teachers on Assignment

-- 3 Community Superintendents

If we were to try to rate all or most of 350 positions according to present court-ordered procedures or even a modification of present procedures, we would be unable to reduce a significant amount of the backlog.

II. Recommended Expedited Procedures

A. Exemption of Non-Academic Positions

These positions do not directly impact academically on the educational process. They are technical, management positions. Positions in this category are: (a) all positions under the Deputy Superintendent/Finance and Administration; (b) Facilities Management, Food Services, and School Safety under the Deputy Superintendent/School Operations; (c) all positions in the Department of Implementation; and (d) Business Agent and Specialist/Occupational Grants Manager - HHORC. For the long term we would recommend that these positions not be included in the formal rating and screening procedure. For the interim exemption procedure we would recommend utilization of the following steps:

- . Where there has previously been a posting and selection process the appropriate Deputy Superintendent/Senior Officer, upon recommendation of the responsible center manager, will review past performance and decide upon making recommendations for permanent status to the Superintendent. The Superintendent would then decide making recommendations for approval by the School Committee.

- . Where there has not been a previous screening and selection process, the positions would be advertised and a posting and selection process would occur prior to the review and recommendations of the responsibility center manager and Deputy Superintendent/Senior Officers.

- . Affirmative action guidelines will be followed to ensure racial/gender representation.

B. Expedited Process for School-Based Positions

Positions will be posted systemwide. The Headmaster and two or three racially representative SPC members will review incumbents to determine whether a recommendation should be made to the Superintendent for permanent appointment. Any incumbent who does not receive the approval of the Headmaster or Principal and parents will not be nominated. Other applicants will be considered for such vacancies and forwarded to the Deputy Superintendents and key Senior Staff and for recommendation to the Superintendent and approval by the School Committee. Appointments within each category will be reviewed carefully and required to comply with affirmative action guidelines.

If we were to be able to address the above positions by exemption or an expedited process, we would be able to reduce the "acting positions" backlog from 350 to approximately 60-90 positions. the remaining 60-90 positions are made up mostly of the 10 Acting Headmasters/Principals and the 50-60 Bilingual/Special Education positions. It is my sense that these positions are of such a sensitive and important nature that they do not lend themselves to exemption or expedited process. I would therefore recommend that we begin immediately to post and rate these positions by the current process.

III. A Modified Process for the Future

The expedited procedures are designed to reduce the backlog. We also need to agree upon a procedure for the future which includes some of the best features of the current court-ordered process, while streamlining the amount of time and the amount of bureaucratic layers involved in that process. Attached, from my March report, is a proposed modification of the current process.

I look forward to discussing these recommendations and the succeeding steps with the School Committee on April 24.

Attachment
cc: Robert S. Peterkin
Michael Betcher
Barbara Fields

ATTACHMENT

DRAFT

PROPOSED MODIFICATIONS TO THE PROMOTIONAL RATING PROCESS

Applicability

Academic administrative positions which provide or impact heavily on direct services to students will be covered by the Promotional Rating Process. Specifically, these positions are those listed below and any comparable positions.

School Based

Headmaster/Principal
Assistant Headmaster/Assistant Principal
Guidance Counselors
Cluster Administrators (Humphrey Center)

Special Schools/Programs (Special/Alternative Education)

Program Director
Assistant Program Director
Clinical Coordinator
Program Advisor
Coordinator
Project Director

District Office

Community Superintendent
Pupil Adjustment Counselors
School Psychologists

Central Office

Positions within the Department of Instructional Services
Bilingual Department
Student Support Services
and the
Senior Officer for Equal Opportunity

Positions previously covered by the Promotional Rating Process but now exempted will continue to be filled on a desegregated basis. The Superintendent shall have the authority to make recommendations granting permanency for positions so exempted.

Promotional Rating Procedures

A. All positions to be promotionally rated shall be posted in all schools and departments by way of Personnel Circular. Extra efforts, such as recruitment, newspaper advertisement, etc., shall be undertaken to ensure a pool of qualified black and other minority candidates.

B. The Department of Personnel Management shall be the recipient of all applications.

C. The Department of Personnel Management shall determine eligibility of all candidates. Adverse determinations of eligibility may be appealed in writing to the Manager of Personnel by an applicant within two (2) days of such notification. The appeal must be reviewed and decided within five (5) days after receipt of the appeal.

D. The names and applications of all eligible candidates will be forwarded to the appropriate screening committee. If the screening committee is dissatisfied with the minority applicant pool, additional recruitment efforts will be made before the process continues.

E. The members of the screening committee shall interview candidates, select finalists, and submit a ranked list in order of preference to the appropriate Deputy Superintendent or Senior Officer for comments on any particular candidates.

F. The final list, inclusive of the comments, will be submitted to the Superintendent for consideration for nomination to the School Committee.

G. The Superintendent will notify the screening committee of the decision in writing within four (4) weeks. The Superintendent maintains the option to select a candidate from the ranked list or to reject all of the finalists.

Interview

Members of the screening committee shall evaluate the candidate's knowledge in the job area, ability to express himself or herself, interpersonal skills, commitment, interest in the position, and managerial or supervisory skills.

Individual members of the screening committee shall use scoring sheets to assist them in rank ordering candidates.

The ranked list of finalists must include at least four (4) candidates, one of whom must be black and one an other minority (unless there are no applicants from the racial group).

Screening Committees

There will be a screening committee for school based and district office administrative positions and one for central office positions. They differ in that students will play a greater role in the selection process for the school based positions. The Councils of Senior Officers and Community Superintendents have been eliminated and their involvement in the process will be in an advisory capacity to the Superintendent.

Screening Committee for School Based Positions

Membership on this committee shall include:

1 Headmaster/Principal (Chairperson)

3 Additional School Department employees selected by the Community Superintendent whose racial designation and knowledge of the position would enhance the composition of the screening committee.

3 Parents (1 black, 1 white, 1 other minority)

2 Students (1 black, 1 white or from any racial ethnic group entitled to full membership on the Racial Ethnic Student Council).

Screening Committee for Central and District Offices Administrative Positions

Membership on this committee shall include:

The Responsibility Center Manager)for the position being screened) (Chairperson)

3 Parents (1 black, 1 white, 1 other minority

2 Additional School Department employees whose racial designation and knowledge of the position would enhance the composition of the screening committee

1 Non-School Department person with expertise in the area selected by the Superintendent in consultation with the chairperson.

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THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

BOSTON PUBLIC SCHOOLS
OFFICE OF THE SUPERINTENDENT
ROBERT R. SPILLANE

rec'd 4/5/84
from Jim Walsh
BPS

March 27, 1984

MEMORANDUM

TO: President and Members, Boston School Committee

FROM: Robert R. Spillane, Superintendent

Robert R. Spillane

SUBJECT: Acting Positions

On February 1, 1984, I submitted a preliminary outline approach to the reduction of acting positions. Since that time, I have had Senior Staff fleshing out that recommendation and developing more detailed approaches.

Attached for your review and consideration please find:

1. Approaches to Reducing the Backlog of Acting Positions (Approximately 350)
2. A Modified Process for the Future

The approaches suggested for reducing the backlog of acting positions would allow us to reduce the number from approximately 350 acting positions to approximately 50 acting positions between now and the end of the school year. Attachment A includes the people in central, district, and school-based positions who are currently "acting." Attachment B contains details of procedures and positions recommended for use in clearing up the backlog. The approaches include exemption of certain non-academic central administrative positions, an expedited process for school-based positions (and certain positions in curriculum and instruction), and court waiver of certain limited administrative positions.

Attachment C includes a modified promotional rating process which is proposed to cover present and future academic positions. We recommend that this process be substituted for the present process once the backlog of academic positions is cleared up. This recommendation is more effective than the court process in that it eliminates the middle tiers in central administration from the process.

I look forward to discussing these approaches with you, as well as recommendations which I have for developing a strong pool of applicants for administrative positions. If we are able to come to consensus, I would recommend that staff be directed to discuss these approaches with the CPC and plaintiffs prior to submission to the court.

mc
Attachments

ATTACHMENT A

BOSTON PUBLIC SCHOOLS

ACTING APPOINTMENTS

CENTRAL ADMINISTRATION

ACTING APPOINTMENTS

OFFICE OF THE SUPERINTENDENT

		RACE
Senior Program Director	Albert McHill	W
Staff Assistant	Elaine Ethridge	B

OFFICE OF DEPUTY SUPERINTENDENT/FINANCE AND ADMINISTRATION

* Project Director	William Manning	W
Senior Program Director	Melanie Barron	W

OFFICE OF THE BUSINESS MANAGER

~~Asst. Business Manager~~	~~Charles Ahern~~	~~W~~
Asst. Business Manager	John McDonough	W
Coordinator	Margaret R. McNamee	W
Coordinator	Ronan Fitzpatrick	W
Coordinator	Lynette Jones-Carradine	B

DEPARTMENT OF INFORMATION SYSTEMS DEVELOPMENT

Manager of Info. Systems	Albert Lau	AA
Project Leader	Lynn Hackett	W
Project Leader	Richard Petitti	W
Project Leader	Christopher Murray	W
Unit Leader	Joseph McLaughlin	W
Unit Leader	Ronald Giberti	W
Analyst	Eileen Ahearn	W

DEPARTMENT OF PERSONNEL AND LABOR RELATIONS

** Assistant Manager	Manuel P. Monteiro	B
Unit Leader-School Services	John M. Conley	W
Junior Analyst-School Services	Mirna Vega	H
Analyst - School Services	Yvonne Iturrino	H
Junior Analyst-School Services	Claire E. Sullivan	W
~~Junior Analyst-Record Mgemt.~~	~~Susan Lynch~~	W
Unit Leader-Recruitment & Eval.	Victor McInnis	W
Sr. Coordinator-Cont.Adm.	Raymond Shaw	W
~~Sr. Coordinator-Cont.Adm.~~	~~Nancy Dickerson~~	B
Unit Leader-Record Mgemt.	Vincent Lee	AA
Sr. Coordinator-Recruitment & Ev.	Charlotte Harris	W
Sr. Analyst-Teacher Placement	Alvin Shiggs	B

* Transferred to School Operations

** Presently assigned Acting Deputy for Finance and Administration

ACTING APPOINTMENTS

OFFICE OF BUDGET MANAGEMENT

		RACE
Program Analyst	Ronald Chavious	B
Program Analyst	Thomas Gorham	W
Sr. Ext. Funds-Coordinator	Martin Hunt	W
Ext. Funds Coordinator	Robert Collins	W
Sr. Coordinator	Catherine Blount	B
Analyst	Donald Richard	W
Jr. Specialist	John Mann	B

OFFICE OF DEPUTY SUPERINTENDENT/SCHOOL OPERATIONS

~~Exec. Adm. Assistant~~	~~Ronald Spratling~~	~~B~~
Proj. Director-Citywide Stud.Ldr.	Sidney Smith	W
Adm. Asst.	Lyle Kirtman	W
Sr. Program Director	Claryce Evans	B
Sr. Coordinator	Richard Allen	W
Coordinator	Marjorie Powell	B

FACILITIES MANAGEMENT

Spv. of Physical Plt.Saf.	Edmund Strother	B
Asst. Mgr. Field Operations	Thomas Goodwin	W
Asst. Mgr. Field Operations	William White	B
Chief Structural Egr.	Henry Scagnoli	W
Assistant Manager	Robert Roy	W
Senior Engineer	Elmo R. Boari	W
Specialist	Anna Jordan	W
Proj.Director-Communication	Andrew F. Puleo	W

DEPARTMENT OF FOOD SERVICES

None

SCHOOL SAFETY SERVICES

Safety Chief	John Chistolini	W
Sr. Safety Coordinator	John Sisco	B
Adm. Assistant	Daniel O'Leary	W
Sr. Safety Coordinator	Valerie Shelley	B

OFFICE OF DEPUTY SUPERINTENDENT/CURRICULUM AND INSTRUCTION

~~Project Director-Title VII~~	~~[illegible]~~	~~AA~~
Specialist-Title VII	Betsy Tregar	W
Sr. Specialist/Curr.Writer	Beverly Zimmerman	W

ACTING APPOINTMENTS

DEPARTMENT OF CHAPTER I PROGRAMS

		RACE
Associate Director	David Reardon	W
Asst. Director	Michael Fiorillo	W
Asst. Director	Yvonne Husbands	B
Asst. Director	Robert Gallo	W
Asst. Director	John LoConte	W
Asst. Director	Audrey Coleman	B

INSTITUTE FOR PROFESSIONAL DEVELOPMENT

Manager	William Lee Dandridge	B
Senior Coordinator	Judy Burnette	B
Coordinator	Brenda Jones	B
Coordinator	Michael Scott	B

OFFICE OF INSTRUCTIONAL SERVICES

Sr. Curriculum Advisor	Mary G. O'Neill	W
Prog. Director-Gifted & Talented	Joanne McManus	W
Prog. Director-Elem. Reading/ Language Arts	Pamela Mason	B
Program Director-Music	Henry Guarino	W
Program Director-Media	Polly Kaufman	W
Program Director-Media	Barbara Elam	B
Senior Advisor-Arts	Donald Brown	W
Coordinator-Swimming	Harold Miroff	W

BILINGUAL

Coordinator	Bak Fun Wong	AA
Coordinator	Mildred Ruiz	H
Coordinator	Judith Gregory	B
Coordinator	Peter Plattes	W
Junior Specialist	Betty Rivera	H
Lau Coordinator	Ildeberto Pereira	B
Lau Specialist	Linda Friedman	W

TESTING AND EVALUATION UNIT

Manager	Thomas Deveney	W
Systems Specialist	Virginia Cahill	W
Evaluation Specialist	Mary Ellen Donahue	W

ADULT EDUCATION AND RECREATIONAL ACTIVITIES

Director	Frederick J. Gillis, Jr.	W
Coordinating Supervisor	James Hughes	W

ACTING APPOINTMENTS

		RACE
OFFICE OF SENIOR OFFICER - STUDENT SUPPORT SERVICES		
Staff Assistant	Mary Condon	W
Special Education Monitor	Eleanor Kearse	B
Special Education Monitor	Nancy Mehlem	W
Projects Director	William Hardin	B
Manager	Thomas Hehir	W
Prog. Advisor-Low Incidence	Jennifer (jones) Clark	B
Prog. Advisor-Low Incidence	Mary Daniels	W
Prog. Advisor-Low Incidence	Mary Nash	W
Prog. Advisor-Low Incidence	Rita Rinella	W
MIDDLE SCHOOL STUDENT SUPPORT PROGRAM		
Program Advisor	Kathleen McArdle	W
EARLY CHILDHOOD/ELEMENTARY STUDENT SUPPORT PROGRAM		
Senior Advisor	Patricia Walsh	W
Program Advisor	Alys Wyche	B
Program Advisor-Early Childhood	Cynthia Plumb	B
SECONDARY SCHOOL STUDENT SUPP. SERVICES		
Senior Advisor	Cynthia Williams	B
Program Advisor	Vacancy	
COMPLIANCE/PLACEMENT		
Assistant Manager	Patricia Crowley	W
Program Advisor	Frances Martuscello	W
Program Advisor-Over/Under Rep.	Rhonda Goodale	W
Program Advisor-Over/Under Rep.	Idola Williams	B
Program Advisor-Compliance	Richard Kalp	W
Program Advisor-Compliance	Elaine Lombardozzi	W
Program Advisor-Compliance	Muriel Jackson-Leonard	B
CONTRACTED SERVICES		
Program Advisor-Cont.Ed.Serv.	Janice (Murphy) Hannah	W
Program Advisor-Cont.Ed.Serv.	Joseph Tondorf	W
DEPARTMENT OF EDUCATIONAL AND EMPLOYMENT SERVICES Reports to Director - Humphrey ORC		
Transitional Associate	James Mahoney	W
Transitional Assistant	Frank Laquidara	W
Transitional Associate	Aurelia Kelley	W
Coord.-Urban Retrofit	Raymond Tomasini	W

ACTING APPOINTMENTS

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OFFICE OF SENIOR OFFICER-IMPLEMENTATION

		RACE
Staff Assistant	Maura McGroarty	W

EXTERNAL LIAISON UNIT

Director	Lydia B. Francis-Joyner	B
Jr. Specialist	Kathleen Boly Sparks	W
Monitoring Inf. Specialist	Lydia Rivera-Abrahms	O
Information Officer	Shirley Gooding	B
Information Officer	Vacancy	

STUDENT SERVICES UNIT

Operations Assign.Coord.	Ann Richards	W
Assign. Transfer Specialist	Thomas O'Brien	W
Assign. Transfer Specialist	Shirley Burke	B
Assign. Transfer Specialist	Vacancy (2)	

TRANSPORTATION UNIT

Director	Arthur Gilbert	W
Asst. Director	Robert Rizzo	W
Transp. Officer	Richard Jacobs	W
Transp. Officer	Toni Jackson	B
Transp. Officer	Joyce Berman	B
Transp. Officer	Martha Clemence	W
Transp. Officer	Joyce McCormick	W

RECORDS MANAGEMENT UNIT

Director	Hagop Yessayan	W
Systems Analyst	Arleen Kelley	W
Programmer/Analyst	Vacancy	
Data Control Specialist	Vacancy	

OFFICE OF EQUAL OPPORTUNITY

Sr. Administrative Assistant	Vacancy	

OFFICE OF GENERAL COUNSEL

None

COMMUNITY DISTRICT ONE

Community Superintendent	Joseph Bage	W
Administrative Assistant	Maurice Downey	W
Guidance Counselor	Maria Thuy Nguyen	AA

ACTING APPOINTMENTS

		RACE
	COMMUNITY DISTRICT TWO	
Administrative Assistant	John J. Coakley	W
	COMMUNITY DISTRICT THREE	
Community Superintendent	Joseph Ippolito	W
Administrative Assistant	Joseph T. Sullivan	W
	COMMUNITY DISTRICT FOUR	
Community Superintendent	Joyce Grant	B
	COMMUNITY DISTRICT FIVE	
Adm. Assistant - Funded 636	Margaret Willis	B
	COMMUNITY DISTRICT SIX THRU EIGHT	
	None	
	COMMUNITY DISTRICT NINE	
Administrative Assistant	Kathleen F. Harmon	W
Administrative Assistant	James D. Garvin	B
Coordinator	Bennie Walker	B
	PUPIL ADJUSTMENT COUNSELORS	
District I	James McNiff	W
District II	Ellen S. Mazur	W
District VI	Rebecca Ruiz-Cantres	H
District IX	Hermon Broady	B
District IX	Diego Ballarati	H
	SCHOOL PSYCHOLOGICAL SERVICES	
Districts VI & IX (Bil.Span.) LOA	Teresa Nazario	H
Districts II & VIII (Bil.Span.) LOA	Rosemarie Paunero	H
Districts V & VII (Bil.Span.) LOA	Ivonne Romero	H

ACTING APPOINTMENTS

HIGH SCHOOLS

SCHOOL - BRIGHTON

		RACE
Asst. Headmaster	Vincent Donovan	W
Assistant Headmaster	Virginia DiFranza	W
Registrar	John W. Henry	W
Guidance Counselor	Gloria Pope	B
Dept. Head-Career Prep.	Dominic Bruno	W
Dept. Head-Bilingual	James O'Connor	W
Dept. Head-Business	Stephen Pacifico	W
Dept. Head-Language Arts	Joyce Campbell	W
Dept. Head-Humanities	William Quinn	W
Dept. Head-Technology	John X. Doherty	W
Dept. Head-Special Education	Ruth Connaughton	W
Development Officer	Carol Scott	B

SCHOOL - JAMAICA PLAIN

Assistant Headmaster	Marilyn Corsini	W
Registrar	Kathleen Bartlett	W
Development Officer	Karen Williams	B
Dept. Head-Technology	Gerald Howland	W
Dept. Head-Career Prep.	Virginia Kemp	B
Dept. Head-Language Arts	Aileen Rice	W
Dept. Head-Humanities	Placida Galdi	W
Dept. Head- Special Education	Paul Howe	W

SCHOOL - WEST ROXBURY

Assistant Headmaster	David Glenn	W
Assistant Headmaster	Roger Harris	B
Guidance Counselor	Mary McLaughlin	W
Dept. Head-Career Prep.	Edmund Sprissler	W
Dept. Head-Mathematics	Robert J. Russell	W
Dept. Head-Special Education	Edward Holland	W
Dept. Head-English	Robert Feeney	W
Dept. Head-Business	Daniel Foley	W
Dept. Head-Science	Ruth Morgan	W
Dept. Head-Social Studies	John Golner	W
Development Officer	Alfred Lennon	W
Registrar	Alicia Barrasso	W

ACTING APPOINTMENTS

SCHOOL - HYDE PARK

		RACE
Assistant Headmaster	Derrick Sudeall	B
Assistant Headmaster	Lorraine Hamilton	W
Dept. Head-Language Arts	Nancy Methelis	W
Dept. Head-Special Education	Edna Cason	B
Dept. Head-Career Prep.	Robert McNutt	W
Dept. Head-Humanities	Michael Roberts	B
Dept. Head-Business	Phillip Capernaros	W
Dept. Head-Technology	James Mullan	W
Development Officer	John Shea	W
Registrar	Gary Lewis	W

SCHOOL - JEREMIAH E. BURKE

Headmaster	Albert Holland	B
Assistant Headmaster	Rosalyn Browne	B
Assistant Headmaster	William B. Heath	B
Guidance Counselor	Joan Sneed	B
Registrar	Rosa Snyder	W
Dept. Head-Humanities	John J. Weeks	B
Dept. Head-Mathematics	Lloyd Hanna	W
Dept. Head-Special Education	Kathleen Flannery	W
Dept. Head-Language Arts	Mary Haley	W
Dept. Head-Career Prep.	Helen Varasso	W
Development Officer	Ann Foley-Tierney	W

SCHOOL - DORCHESTER

Assistant Headmaster	Michael Anderson	B
Assistant Headmaster	Anthony DiIeso	W
Senior Coordinator	Karen Singleton	B
Clinical Coordinator	David Belcourt	W
Registrar	Joseph Scarbo	W
Dept. Head-Career Prep.	Mariano Communale	W
Dept. Head-Special Education	Charles Flaherty	W
Dept. Head-Language Arts	Joseph Casey	W
Dept. Head-Math/Tech.	Joseph LaCroix	W
Dept. Head-Science	Christina Capernaros	W
Dept. Head-Humanities	Rosemary Sport	B
Development Officer	William Fitzgerald	W

ACTING APPOINTMENTS

SCHOOL - SOUTH BOSTON

		RACE
Assistant Headmaster	Thomas Pilleri	W
Coordinator Director	Anita Jamieson	W
Dept. Head-Bilingual	Isabel (Aucella) Mendez	H
Dept. Head-Business	George Dunn	W
Dept. Head-Humanities	James Poor	W
Dept. Head-Language Arts	Audrey Leung-tat	B
Dept. Head-Math/Tech.	Thomas Leydon	W
Dept. Head-Science	Paul Grueter	W
Dept. Head-Special Education	Charles Martindale	W
Security Coordinator	John Giblin	W

SCHOOL - CHARLESTOWN

Assistant Headmaster	Albert Vasquez	H
~~Guidance Counselor~~	~~David Sheehan~~	W
Guidance Counselor	Kenneth Boatner	B
Bilingual Guid. Counselor	Juana Flores	H
Registrar	John Green	W
Development Officer	Ralph Berkowitz	W
Dept. Head-Bilingual	Wendy Lee	AA
Dept. Head-Special Education	Len Raftery	W
Dept..Head-Language Arts/ Humanities	John Morris	W
Dept. Head-Technology	Willie Williams	B
Dept. Head-Career Prep.	Warren Toland	W

SCHOOL - EAST BOSTON

Assistant Headmaster	Jane O'Leary	W
Registrar	Raymond Gerrior	W
Adm. Assistant	Michael Rubin	B
Development Officer	William Kearns	W
Dept. Head-Career Prep.	Max Corbett	W
Dept. Head-Language Arts	Elaine Halkopoulos	W
Dept. Head-Humanities	Anthony Lori	W
Dept. Head-Business	Anna Fisher	B
Dept. Head-Technology	Paul Natola	W
Dept. Head-Special Education	Rocco Jesso	W

ACTING APPOINTMENTS

SCHOOL - BOSTON BUSINESS		RACE
Assistant Headmaster	John McGrann	W
Dept. Head-Business	Mildred Sanders	B

SCHOOL - BOSTON

Job Supervisor	James Keenan	W
Job Supervisor	John Jackson	B

SCHOOL - BOSTON LATIN ACADEMY

Headmaster	Robert Binswanger	W
Assistant Headmaster	James Zanor	W
Assistant Headmaster	Doris Jones	B
Registrar	Richard Bailey	W
Guidance Counselor	John F. Splaine	W
Dept. Head-Classics	William Sullivan	W
Dept. Head-English	Frederick Spracklin	W
Dept. Head-Humanities	Thomas Lavin	W
Dept. Head-Mathematics	Krishna Rajangam	B
Dept. Head-Foreign Language	Eraldo DeSantis	W
Dept. Head-Science	Sandra Driggen	W

SCHOOL - BOSTON LATIN

Assistant Headmaster	Carmen Vara	W
Assistant Headmaster	Steven Leonard	B
Registrar	Philip Haberstoh	W
Development Officer	Jacqueline Tibbetts	AI
Guidance Counselor	Zita Cousins	B
Guidance Counselor	Joan C. Hawkins	B
Dept. Head-Mathematics	William Durante	W
Dept. Head-English	Maureen White	W
Dept. Head-Classics	Joseph Desmond	W
Dept. Head-Physics	Joseph Connolly	W
Dept. Head-Chemistry	Joseph Walsh	W
Dept. Head-History	Peggy Kemp	B
Dept. Head-French	Anthony Diodato	W
Dept. Head-Physical Education	Paul Costello	W
Dept. Head-Music	Jerry Boisen	W

ACTING APPOINTMENTS

SCHOOL - BOSTON TECHNICAL		RACE
Assistant Headmaster	Joseph Staples	W
Assistant Headmaster	Robert Belle	B
Guidance Counselor	Charles Andrews	W
Registrar	James Halligan	W
Development Officer	Jane MacDonald	W
Dept. Head-Social Studies	Peter Walsh	W
Dept. Head-Language Arts	Sonya Leroy	H
Dept. Head-Career Prep.	James O'Day	W
Dept. Head-Mathematics	Richard Brown	B
Dept. Head-Science	Kenneth Cray	W

SCHOOL - COPLEY SQUARE		
Headmaster	Gloria Ray	B
Dept. Head-Language Arts	Maureen Tisei	W
Dept. Head-Technology	Paul Foley	W
Dept. Head-Humanities	Mildred Fryer	B
Asst. HM-Subj.- Language	Yu-Lan Lin	AA

SCHOOL - ENGLISH		
Headmaster	James Corscadden	W
Assistant Headmaster	Susan Burke	W
Assistant Headmaster	Livaughn Chapman	B
Registrar	William Brown	W
Clinical Coordinator	Jacqueline Bullock	B
Development Officer	Stephanie D. Harriston	B
Development Officer	Susan Omsberg	W
Project Director	Larry Myatt	W
Dept. Head-Mathematics	Richard Murphy	W
Dept. Head-Bilingual	Cary Daphnis	B
Dept. Head-Special Education	Robin Hardy	B
Dept. Head-Science	Jeremiah Ready	W
Dept. Head-Art	Betty Bowker	W
Dept. Head-Career Prep.	Antonio Gizzi	W
Dept. Head-Language Arts	John Yurewicz	W
Dept. Head-Social Studies	Luis Liggerio	W

ACTING APPOINTMENTS

SCHOOL - MADISON PARK		RACE
Administrative Assistant	James Watson	B
Registrar	Ronald Tremblay	W
Coordinator	Janet Ferone	W
Clinical Coordinator	Gwendolyn Holloway	B
Development Officer	Jill Byerly	W
Dept. Head-Bilingual	Joan Taylor	W
Dept. Head-Special Education	Jane Sullivan	W
Dept. Head-Language Arts	Ronald Gwaizda	W
Dept. Head-Mathematics	Patricia Tremblay	W
Dept. Head-Science	Eufrazia Hamadeh	W
Dept. Head-Humanities	Wilbur Wyatt	B
Dept. Head-Career Prep.	Allen Butters	W
Dept. Head-Physical Ed.	James Thornton	W
Dept. Head-Perform. Arts	Robert Winfrey	B

SCHOOL - UMANA TECHNICAL

Assistant Headmaster	Frederick Johnson	B
Registrar	Diane Vraux	W
Dept. Head-Mathematics	Robert Ohlson	W
Department Head-Humanities	Dwight Barnett	B
Dept. Head-English	Mary Canty	W
Dept. Head-Science	Frank Santosuosso	W
Dept. Head-Special Education	Jacqueline Hill	B
Guidance Counselor	Vacancy	

SCHOOL - HUMPHREY OCCUPATIONAL RESOURCE CENTER

Headmaster	Clifford Janey	B
Assistant Headmaster	Diana Jones	B
Registrar	Glen McKenzie	W
Business Agent	Chester Buras	W
Cluster Adm.-Health	Deborah Ward	B
Program Director/Occ. Inst. Design	Joyce Malyn-Smith	W
~~Specialist/Occ. Grants Manager~~	~~Peter Rowe~~	~~W~~

ACTING APPOINTMENTS

SPECIAL SCHOOLS AND PROGRAMS		RACE
Teacher-In-Charge - CARTER School	Roger Mazur	W
Program Director - MCKINLEY School	John Brown-Verre	W
Assistant Program Director	Garland Brassfield	B
Assistant Program Director	Bernadette Wright-Hester	B
Assistant Program Director	Jean Laterz	W
Assistant Program Director	Ralph Natola	W
Assistant Program Director	Neal Elliot	W
Assistant Program Director	Bonnie Miller	W
Development Officer - Boston Prep.	Jametta Hunt	W
Program Advisor - TILESTON School	Elliot Feldman	W

MIDDLE SCHOOLS

Principal - M.E. CURLEY	Valerie Lowe	B
Asst. Principal - M.E. CURLEY	Robert Redd	B
Senior Coordinator - S. LEWENBEG	Alexander Stankowicz	W
Clinical Coordinator - S. LEWENBERG	Judy Bongiorno	W
Assistant Principal - W. WILSON	Johnny Vann	B
Assistant Principal - P.F. GAVIN	William B. Stevens	B
Principal - C.R. EDWARDS	Gregory Thomas	B
Asst. Principal - C.R. EDWARDS	John Dennehy	W
Principal - MICHELANGELO	William Abbott	W
Assistant Principal - J.P. TIMILTY	Helyn C. Hall	B
Development Officer - M.L. KING,JR.	Michele J. Marrow	B
Project Director - M.L. KING, JR.	Stephen Driscoll	W

ELEMENTARY SCHOOLS

DISTRICT I		
Assistant Principal - T. GARDNER	Catalina Montes	H
DISTRICT II		
Assistant Principal - AGASSIZ	Alfredo Nunez	H
Assistant Principal - D.A.ELLIS	Nora Toney	B

ACTING APPOINTMENTS

ELEMENTARY SCHOOLS

		RACE
DISTRICT III		
Senior Coordiantor - BEETHOVEN	William Henderson	W
Clinical Coordinator - BEETHOVEN	Deborah McFarland	B
DISTRICT VII		
Principal - ELIOT	Marion J. Fahey	W
Clinical Coordinator - HARVARD-KENT	Sara Finn	W
Senior Coordinator - HARVARD-KENT	Joanne Tisei	W
DISTRICT VIII		
Principal-M.E. BRADLEY	Diana Lam	H
Principal-P.J. KENNEDY	Libby Chiu	AA
DISTRICT IX		
Assistant Principal - J. HENNIGAN	Robert Holland	W
Assistant Principal - W.M.TROTTER	Lynda B. Garden	H

ACTING APPOINTMENTS

PERSONNEL ON ASSIGNMENT - CENTRAL		RACE
Rehab. Counselor-Int. & Coll.Funded	Elizabeth Doherty	W
irector on Assignment to Personnel	Joseph Carey	W
Teacher-Bilingual - 636	Deborah Sercombe	W
Librarian	Jeanette Pollard	W
Program Specialist - Appeals-S.S.S.	Barbara Hughes	W
Program Specialist - Appeals S.S.S.	James A. Galvin	W
Office of Implementation	Robert Murray	W
Program Specialist - Low Incid.Appeals-S.S.S.	Sheila Burke	W
Deputy Supt. - Curr. & Inst.	James Buckley	W
Audio Visual Department	Nancy Jones	B

ATTACHMENT B

ACTING POSITIONS

APPROACHES TO REDUCTION OF BACKLOG

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ACTING POSITIONS

APPROACHES TO REDUCTION OF BACKLOG

1. Exemption of Non-Academic Positions

These positions do not directly impact academically on the educational process. They are technical, management positions. The Superintendent, upon the recommendation of the Responsibility Center Manager and approval of the appropriate Deputy Superintendent/Senior Officer, will make recommendations for permanent status at his/her discretion. Affirmative action guidelines will be followed to ensure racial/gender representation.

Positions in this category are:

a) All positions under the Deputy Superintendent, Finance/ Administration

b) Facilities Management, Food Services, and School Safety under the Deputy Superintendent/School Operations

c) All positions in the Department of Implementation

d) Business Agent and Specialist/Occupational Grants Manager - HHORC

2. Expedited Process for School Based Positions (and Some Positions in Curriculum and Instruction)

The Headmaster and parents will review incumbents to determine whether a recommendation should be made to the Superintendent for permanent appointment. Any incumbent who does not receive the approval of the Headmaster and parents will not be nominated. Said position will be posted and a selection will be made for review and consideration by the Deputy Superintendents and key Senior Staff and for recommendation to the Superintendent. Any school and/or job categories in need of affirmative action efforts will be reviewed carefully and required to comply with affirmative action guidelines.

Positions in this category are:

a) Assistant Headmaster, Assistant Principals

b) Guidance Counselors

c) Department Heads

d) Development Officers

e) Registrars

f) Job Supervisors

g) Community Field Coordinators (HHORC)

h) Some positions in Curriculum and Instruction

3. Court Waiver for Superintendent Selections - Academic

A one-time only waiver will be requested to exempt the following positions from Promotional Ratings. The appointments were made on an emergency basis for the good of the system; the Superintendent is pleased with the performance of the individuals and believes nothing would be accomplished by promotionally rating them.

The positions are:

a) Headmasters - Burke, Latin Academy, Copley

b) Principals - Curley Middle, Edwards Middle, Michelangelo Middle, Patrick J. Kennedy Elementary

ATTACHMENT C

MODIFICATION OF FEDERAL COURT ORDER

PROMOTIONAL RATING

THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

BOSTON PUBLIC SCHOOLS
OFFICE OF THE SUPERINTENDENT
ROBERT R. SPILLANE

March 27, 1984

M E M O R A N D U M

TO: President and Members, Boston School Committee

FROM: Robert R. Spillane, Superintendent

SUBJECT: Modification of Federal Court Order on Promotional Rating

Enclosed please find an updated draft proposal for modification of the Federal Court Order on Promotional Ratings.

The proposal differs from the present promotional rating process in that it:

1. Reduces the number of screening committees from five to two.
2. Exempts all non-academic administrative positions.
3. Reduces the number of academic administrative positions subject to promotional rating to include only those which impact on or provide direct services to students.
4. Decreases the membership on the screening committees to a more workable number.
5. Eliminates the Councils of Senior Officers and Community Superintendents Screening Committees to streamline the process and avoid duplication of efforts.

The proposed modification adheres to the intent of the Promotional Rating Process as it:

1. Maintains maximum parental involvement in the process.
2. Ensures participation of racial/ethnic groups representative of the student body.
3. Requires posting and, if necessary, advertising and recruitment in order to solicit a pool of qualified racially representative candidates for all positions.
4. Allows student participation for school-based positions.

5. Provides the opportunity for community input in the central and district ratings.

Although the non-academic administrative positions have been exempted from promotional rating in this proposal, it is still the expressed intent of this proposal that all positions will be posted. Departments and categories in need of desegregation efforts must comply with the provisions of the affirmative action plan and recruit and recommended blacks and other minorities where they are under-utilized or not represented.

mc

Attachment

DRAFT

PROPOSED MODIFICATIONS TO THE PROMOTIONAL RATING PROCESS

Applicability

Academic administrative positions which provide or impact heavily on direct services to students will be covered by the Promotional Rating Process. Specifically, these positions are those listed below and any comparable positions.

School Based

Headmaster/Principal
Assistant Headmaster/Assistant Principal
Guidance Counselors
Cluster Administrators (Humphrey Center)

Special Schools/Programs (Special/Alternative Education)

Program Director
Assistant Program Director
Clinical Coordinator
Program Advisor
Coordinator
Project Director

District Office

Community Superintendent
Pupil Adjustment Counselors
School Psychologists

Central Office

Positions within the Department of Instructional Services
Bilingual Department
Student Support Services
and the
Senior Officer for Equal Opportunity

Positions previously covered by the Promotional Rating Process but now exempted will continue to be filled on a desegregated basis. The Superintendent shall have the authority to make recommendations granting permanency for positions so exempted.

Promotional Rating Procedures

A. All positions to be promotionally rated shall be posted in all schools and departments by way of Personnel Circular. Extra efforts, such as recruitment, newspaper advertisement, etc., shall be undertaken to ensure a pool of qualified black and other minority candidates.

B. The Department of Personnel Management shall be the recipient of all applications.

C. The Department of Personnel Management shall determine eligibility of all candidates. Adverse determinations of eligibility may be appealed in writing to the Manager of Personnel by an applicant within two (2) days of such notification. The appeal must be reviewed and decided within five (5) days after receipt of the appeal.

D. The names and applications of all eligible candidates will be forwarded to the appropriate screening committee. If the screening committee is dissatisfied with the minority applicant pool, additional recruitment efforts will be made before the process continues.

E. The members of the screening committee shall interview candidates, select finalists, and submit a ranked list in order of preference to the appropriate Deputy Superintendent or Senior Officer for comments on any particular candidates.

F. The final list, inclusive of the comments, will be submitted to the Superintendent for consideration for nomination to the School Committee.

G. The Superintendent will notify the screening committee of the decision in writing within four (4) weeks. The Superintendent maintains the option to select a candidate from the ranked list or to reject all of the finalists.

Interview

Members of the screening committee shall evaluate the candidate's knowledge in the job area, ability to express himself or herself, interpersonal skills, commitment, interest in the position, and managerial or supervisory skills.

Individual members of the screening committee shall use scoring sheets to assist them in rank ordering candidates.

The ranked list of finalists must include at least four (4) candidates, one of whom must be black and one an other minority (unless there are no applicants from the racial group).

Screening Committees

There will be a screening committee for school based and district office administrative positions and one for central office positions. They differ in that students will play a greater role in the selection process for the school based positions. The Councils of Senior Officers and Community Superintendents have been eliminated and their involvement in the process will be in an advisory capacity to the Superintendent.

Screening Committee for School Based Positions

Membership on this committee shall include:

1 Headmaster/Principal (Chairperson)

3 Additional School Department employees selected by the Community Superintendent whose racial designation and knowledge of the position would enhance the composition of the screening committee.

3 Parents (1 black, 1 white, 1 other minority)

2 Students (1 black, 1 white or from any racial ethnic group entitled to full membership on the Racial Ethnic Student Council).

Screening Committee for Central and District Offices Administrative Positions

Membership on this committee shall include:

The Responsibility Center Manager)for the position being screened) (Chairperson)

3 Parents (1 black, 1 white, 1 other minority

2 Additional School Department employees whose racial designation and knowledge of the position would enhance the composition of the screening committee

1 Non-School Department person with expertise in the area selected by the Superintendent in consultation with the chairperson.

THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

BOSTON PUBLIC SCHOOLS
OFFICE OF THE SUPERINTENDENT
ROBERT R. SPILLANE

Item 1 B(2)

FEB 16 1984

February 1, 1984

MEMORANDUM

TO: President and Members, Boston School Committee

FROM: Robert R. Spillane, Superintendent

SUBJECT: Acting Postions: Problems and Proposed Solution

I. The major problems associated with promotional rating are:

A. The extraordinarily large number (approximately 350) of acting positions to be promotionally rated.

B. The time consumed in conducting these ratings according to the U.S. District Court guidelines could take up to two years or more for completion. and take the Deputy Superintendents and Senior Officers from present functions.

C. Many parents, teachers, middle level administrators, upper level managers, including Senior Officers and Community Superintendents, would be involved on a continuing basis with screening and interviewing candidates. The inordinate amount of time and the complexities involved in tying up so many top level administrators and the hundreds of screening committees would be impractical.

D. Staff in the Recruitment & Evaluation Unit would have to be temporarily augmented to effect this huge enterprise.

E. Even if we used an alternative method, as we have on occasion in the past (Recruitment & Evaluation determines eligibility of only those applicants whose resumes pass screening by the Screening Committee), it would still take up to a period of two years.

Also, the alternative procedure, although advantageous to the Recruitment & Evaluation Unit, puts tremendous pressure on screening committees which must examine resumes of all applicants, eligible or ineligible.

II. A Proposed Solution:

I recommend that we propose a modification to the court orders to permit an expedited screening process whereby those personnel in acting positions as of December 31, 1983, who fulfill the following conditions, could be nominated by the Superintendent for permanent appointment by the School Committee:

A. They occupy the position on an acting basis for one year or more.

B. Their most recent annual performance evaluation strongly endorses their continuation on the job.

C. They are recommended for permanent appointment by their immediate supervisor and parent representatives. Such recommendations for school-based personnel would be subject to approval of the appropriate Community Superintendent and Deputy Superintendent/School Operations. Recommendations for other personnel must be approved by the appropriate Senior Officer or Deputy Superintendent.

D. They possess all Boston School Department promotional rating prerequisite qualifications, including appropriate state certification as approved by the U.S. District Court.

III. The court and the parties would be assured that all such permanent appointments (whether through the expedited screening process or the court rating process) would result in the Boston Public Schools having a total administrative body reflecting the mandate of the Federal Court and the spirit of affirmative action with regard to the numbers of black, white, and other minority administrators.

mc

cc: Deputy Superintendents
Michael J. Betcher
John R. Coakley
Barbara Fields
Ida White

THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

BOSTON PUBLIC SCHOOLS
DEPARTMENT OF PERSONNEL AND LABOR RELATIONS
MANAGER
IDA WHITE

March 15, 1984

Dr. Robert R. Spillane
Boston Public Schools
26 Court Street
Boston, MA 02108

Dear Dr. Spillane:

The United States District Court in its Order on Faculty Recruiting and Hiring, issued on January 28, 1975, required the defendents on or before March 15 of each year to file with the Court and all parties a ranking system by which they propose to rank all black applicants for teaching positions, together with a report on the numbers of black and white permanent and provisional teachers then employed at each level.

In its July 5, 1978 Memorandum and Further Orders on Faculty Recruiting and Hiring the United States District Court also ordered that the reports due March 15 and October 15 shall include tables showing:

i. The number and percentages of white, black and other minority teachers in regular, special and bilingual education for the current year and the previous three (3) years;

ii. The number of black, white and other minority first, second and third year provisionals currently employed and provisionals hired for a fourth year;

iii. The number of newly hired provisional teachers for the current year and the previous three (3) years subdivided by subject areas to which assigned;

iv. The number of newly appointed provisional teachers for current year and and the previous three (3) years sub-divided by subject areas to which assigned.

Enclosed herewith for your processing is the information required by the Court for March 15, 1984.

Very truly yours,

Ida White, Manager

enclosure
IW/mlh

26 COURT STREET, BOSTON, MASSACHUSETTS 02108 • 726-6600 Ext 5600 AREA 617

TEACHING STAFF - MARCH 15, 1984

HIGH SCHOOLS

	BLACK	WHITE	OTHER MINORITY	TOTAL
REGULAR TEACHERS				
Permanent	145	731	23	899
Provisional	28	21	0	49
Temporary	1	9	0	10
Sub-Total	174	761	23	958
VOCATIONAL TEACHERS				
Permanent	28	92	7	127
Provisional	8	3	6	17
Temporary	0	0	0	0
Sub-Total	36	95	13	144
BILINGUAL TEACHERS				
Permanent	12	32	31	75
Provisional	12	2	21	35
Temporary	0	0	1	1
Sub-Total	24	34	53	111
SPECIAL EDUCATION TEACHERS				
Permanent	29	118	11	158
Provisional	7	2	2	11
Temporary	0	0	0	0
Sub-Total	36	120	13	169
GRAND TOTAL	270	1010	102	1382

TEACHING STAFF - MARCH 15, 1984

MIDDLE SCHOOLS

	BLACK	WHITE	OTHER MINORITY	TOTAL
REGULAR TEACHERS				
Permanent	159	498	10	667
Provisional	18	11	1	30
Temporary	3	1	0	4
Sub-Total	180	510	11	701
VOCATIONAL TEACHERS				
Permanent	0	0	0	0
Provisional	0	0	0	0
Temporary	0	0	0	0
Sub-Total	0	0	0	0
BILINGUAL TEACHERS				
Permanent	9	16	30	55
Provisional	5	1	17	23
Temporary	0	2	0	2
Sub-Total	14	19	47	80
SPECIAL EDUCATION TEACHERS				
Permanent	49	98	5	152
Provisional	5	6	6	17
Temporary	0	1	1	2
Sub-Total	54	105	12	171
GRAND TOTAL	248	634	70	952

TEACHING STAFF - MARCH 25, 1981

ELEMENTARY SCHOOLS

	BLACK	WHITE	OTHER MINORITY	TOTAL
REGULAR TEACHERS				
Permanent	190	728	12	930
Provisional	35	10	4	49
Temporary	0	0	0	0
Sub-Total	225	738	16	979
VOCATIONAL TEACHERS				
Permanent	0	0	0	0
Provisional	0	0	0	0
Temporary	0	0	0	0
Sub-Total	0	0	0	0
BILINGUAL TEACHERS				
Permanent	16	70	81	167
Provisional	14	3	46	63
Temporary	0	2	0	2
Sub-Total	30	75	127	232
SPECIAL EDUCATION TEACHERS				
Permanent	41	183	17	241
Provisional	3	16	8	27
Temporary	3	4	1	8
Sub-Total	47	203	26	276
GRAND TOTAL	302	1016	169	1487

TEACHING STAFF - MARCH 15, 1984

SPECIAL SCHOOLS AND PROGRAMS

	BLACK	WHITE	OTHER MINORITY	TOTAL
Permanent	12	109	2	123
Provisional	07	18	1	26
Temporary	0	0	0	0
Sub-Total	19	127	3	149
GRAND TOTAL	19	127	3	149

ITINERANT TEACHERS

	BLACK	WHITE	OTHER MINORITY	TOTAL
Permanent	29	150	7	186
Provisional	2	14	0	16
Temporary	0	0	0	0
Sub-Total	31	164	7	- 202
GRAND TOTAL	31	164	7	202

IN REGULAR, VOCATIONAL, SPECIAL, AND BILINGUAL EDUCATION

AR	REGULAR EDUCATION **				VOCATIONAL EDUCATION				SPECIAL EDUCATION **				BILINGUAL EDUCATION				TOTAL TEACHERS			
	Total Teachers	White Teachers	Black Teachers	Other Teachers	Total Teachers	White Teachers	Black Teachers	Other Teachers	Total Teachers	White Teachers	Black Teachers	Other Teachers	Total Teachers	White Teachers	Black Teachers	Other Teachers	Total Teachers	White Teachers	Black Teachers	Other
-1981	3531	2831	626	74	180	122	37	21	1067	722	279	66	372	124	41	207	5150	3799	983	3
entages	100	80.18	17.72	2.10	100	67.78	20.55	11.67	100	67.66	26.15	6.19	100	33.33	11.02	55.65	100	73.76	19.10	7.
-1982	2885	2282	566	34	160	113	33	14	927	643	219	65	364	132	36	196	4336	3170	854	3
entages	100	79.10	19.62	1.28	100	70.62	20.63	8.75	100	69.36	23.63	7.01	100	36.26	9.89	53.85	100	73.11	19.70	7.
-1983	2636	2021	568	47	146	99	32	15	908	680	177	51	406	120	61	225	4096	2920	838	3
entages	100	76.67	21.55	1.78	100	67.81	21.92	10.27	100	74.89	19.49	5.62	100	29.56	15.02	55.42	100	71.29	20.46	8.
-1984	2726	2083	590	53	144	95	36	13	879	645	176	58	423	128	68	227	4172	2951	870	[illegible]
entages	100	76.41	21.64	1.95	100	65.97	25.00	9.03	100	73.38	20.02	6.60	100	30.26	16.08	53.66	100	70.73	20.85	[illegible]

** Includes those who were listed under "Special Schools" and "Itinerant Teachers"

11. NUMBER OF WHITE, BLACK, AND OTHER MINORITY, FIRST, SECOND, THIRD, AND FOURTH YEAR (PERMANENT) PROVISIONALS

YEAR	BLACK	WHITE	OTHER MINORITY	TOTAL
FIRST	70.5	71.5	42	184
SECOND	58	23.5	50	131.5
THIRD	15	12	20	47
FOURTH (Permanent)	44	14	25	83
TOTAL	187.5	121	137	445.5

111. NEW PROVISIONAL HIRES BY YEAR 1980-81 - 1983-84

	1980-81	1981-82	1982-83	1983-84	TOTAL	PERCENT BY AREA
ELEMENTARY						
B	3	½	22	14.5	40	74.07
W	0	0	1	9	10	18.52
O	0	0	1	3	4	7.41
T	3	½	24	26.5	54	
SECONDARY						
B	23	2	11	23	59	65.56
W	2	0	2	23	27	30.00
O	2	0	2	0	4	4.44
T	27	2	15	46	90	
ART						
B	0	0	2	0	2	100.00
W	0	0	0	0	0	0
O	0	0	0	0	0	0
T	0	0	2	0	0	
HOME ECONOMICS						
B	5	0	0	0	5	83.33
W	0	0	0	1	1	16.67
O	0	0	0	0	0	0
T	5	0	0	1	6	
INDUSTRIAL ARTS						
B	0	0	1	1	2	100.00
W	0	0	0	0	0	0
O	0	0	0	0	0	0
T	0	0	1	1	2	
VOC. ED.						
B	18	1	9	2	30	50.85
W	10	0	2	2	14	23.73
O	8	1	3	3	15	25.42
T	36	2	14	7	59	

NEW HIRES (Cont.)

	1980-1981	1981-82	1982-83	1983-84	TOTAL	PERCENT BY AREA
MUSIC						
B	2	0	0	2	4	80.00
W	0	0	0	1	1	20.00
O	0	0	0	0	0	0
T	2	0	0	3	5	
PHYSICAL ED.						
B	3	2	3	0	8	88.89
W	0	0	0	0	0	0
O	1	0	0	0	1	11.11
T	4	2	3	0	9	
FUNDED						
B	7	5	*		12	57.14
W	5	1			6	28.57
O	3	0			3	14.29
T	15	6			21	
ENGLISH LANGUAGE CENTER(closed)						
B	0	0	0	0	0	0
W	1	0	0	0	1	100.00
O	0	0	0	0	0	0
T	1	0	0	0	1	

*included in subject/grade level areas

NEW HIRES (Cont.)

	1980-81	1981-82	1982-83	1983-84	TOTAL	PERCENT B AREA
BILINGUAL						
B	12	2	15	14	43	22.34
W	2	1	2	3	8	4.16
O	46	21½	49	25	141.5	73.50
T	60	24½	66	42	192.5	
SPECIAL ED.						
B	43	2	8	14	67	37.50
W	14	13	18	32.5	77.50	43.40
O	12	8	3	11	34	19.10
T	69	23	29	57.50	178.50	
GRAND TOTALS						
B	116	14½	71	70.5	272	45.90
W	34	15	25	71.5	145.50	24.56
O	72	30.5	30.5	42	175	29.54
T	222	60	126.5	184	592.5	

iv. NEWLY APPOINTED PERMANENT BLACK, WHITE, AND OTHER MINIORITY
1980 -1981 thru 1983 - 1984

	1980-1981	1981-1982	1982-1983	1983-1984	TOTAL	PERCENT BY AREA
SECONDARY						
B	0	0	0	0	0	0
W	0	0	0	0	0	0
O	0	0	0	0	0	0
T	0	0	0	0	0	0
ART						
B	0	0	0	0	0	0
W	0	0	0	0	0	0
O	0	0	0	0	0	0
T	0	0	0	0	0	0
FUNDED						
B	0	0	0	0	0	0
W	0	0	0	0	0	0
O	0	0	0	0	0	0
T	0	0	0	0	0	0
GRAND TOTALS						
B	0	0	0	0	0	0
W	0	0	0	0	0	0
O	0	0	0	0	0	0
T	0	0	0	0	0	0

THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

BOSTON PUBLIC SCHOOLS
OFFICE OF THE SUPERINTENDENT
ROBERT R. SPILLANE

Item 2 b(1)

MAR 13 1984

March 9, 1984

M E M O R A N D U M

TO: President and Members,
Boston School Committee

FROM: Robert R. Spillane, Superintendent Robert R Spillane

SUBJECT: Affirmative Action - Status Report

Attached for your review and information you will find a systemwide workforce analysis by race, sex, and job classification. The report illustrates the progress that has been made in certain categories and points out other areas where progress still needs to be made. It is particularly noteworthy that the total of Black and other minority administrators within the past 2½ years has increased from 25.12% to 29.04%.

As a result of my review of this report, I will be requesting a more detailed analysis within categories in order that we can appropriately focus our affirmative action and equal opportunity efforts.

mc

Attachment

THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

BOSTON PUBLIC SCHOOLS
OFFICE OF EQUAL OPPORTUNITY

March 8, 1984

TO: Robert R. Spillane, Superintendent

FROM: Barbara E. Fields, Senior Officer
Equal Opportunity

RE: Workforce Analysis

Attached please find an analysis of the workforce for the Boston Public Schools as a result of information submitted to my office from Personnel. The analysis is presented in four (4) forms:

1. Systemwide numbers and percentages of employees by race, sex, and job classification/category.

2. The number and percentage of the teaching staff by race and instructural area for the current school year and the last three (3) years.

3. The number and percentage of administrators by race for the current school year and the last four (4) years.

4. A systemwide salary analysis of the present staff (excluding teachers). Please note that this is not a complete analysis as a few salaries were not listed on the computer sheet at the time that the information was submitted from Personnel. A revision will be done as soon as possible.

The workforce systemwide is 70.38% White, 21.73% Black, 5.40% Hispanic, 2.24% Asian, and .25% American Indian. Male and female representation is 37.70% and 62.30% respectively.

The administrative report charts the gains made this year, in particular, as compared to the past year. The total Black administrative workforce has risen from 21.64% to 24.76% and Other Minorities from 3.55% to 4.91%. Additional efforts are underway to strengthen the recruitment of Hispanics and Asians in the administrative workforce.

The minority percentages of the teaching staff has remained constant since the teacher layoffs of 1981. The teaching workforce is 20.46% Black, 70.91% White, 5.42% Hispanic, 2.78% Asian, and .43% American Indian.

continued

26 COURT STREET, BOSTON, MASSACHUSETTS 02108 • 726-6200, EXT. 5650 AREA (617)

TO: Robert R. Spillane, Superintendent
FROM: Barbara E. Fields, Senior Officer
RE: Workforce Analysis

March 8, 1984

My office is presently working closely with the Massachusetts Division of Personnel Management to increase the number of women and minorities in some of our job categories covered by Civil Service.

I shall be available to respond to any questions or concerns.

BEF/lem
attachments

NUMBER AND PERCENT OF WHITE, BLACK AND OTHER MINORITY TEACHERS

IN REGULAR, VOCATIONAL, SPECIAL, AND BILINGUAL EDUCATION

	REGULAR EDUCATION				VOCATIONAL EDUCATION				SPECIAL EDUCATION				BILINGUAL EDUCATION				TOTAL TEACHERS			
YEAR	TOTAL	WHITE	BLACK	O.M.	TOTAL	WHITE	BLACK	O.M.	TOTAL	WHITE	BLACK	O.M.	TOTAL	WHITE	BLACK	O.M.	TOTAL	WHITE	BLACK	O.M.
1980-81	3531	2831	626	74	180	122	37	21	1067	722	279	66	372	124	41	207	5150	3799	983	368
	100%	80.18%	17.72%	2.10%	100%	67.78%	20.55%	11.67%	100%	67.66%	26.15%	6.19%	100%	33.33%	11.02%	55.65%	100%	73.76%	19.10%	7.14%
1981-82	2885	2282	566	36	160	113	33	14	927	643	219	65	364	132	36	196	4336	3170	854	312
	100%	79.10%	19.62%	1.28%	100%	70.62%	20.63%	8.75%	100%	69.36%	23.63%	7.01%	100%	36.25%	9.89%	53.85%	100%	73.11	19.70%	7.19%
1982-83	2636	2021	568	47	146	99	32	15	908	680	177	51	406	120	61	225	4096	2920	838	338
	100%	76.67%	21.55%	1.78%	100%	67.81%	21.92%	10.27%	100%	74.89%	19.49%	5.62%	100%	29.56%	15.02%	55.42%	100%	71.29%	20.46%	8.25%
1983-84	2682	2058	567	57	116	73	30	13	872	646	165	61	415	130	67	218	4085	2907	829	349
AS OF OCT.14,1983	100%	76.73%	21.14%	2.13%	100%	62.93%	25.86%	11.21%	100%	74.08%	18.92%	7.00%	100%	31.33%	16.14%	52.53%	100%	71.16%	20.30%	8.54%

UPDATE:

As of February 3, 1984 the racial composition of the teaching staff is:

Black 20.46%, White 70.91%, Hispanic 5.42%, Asian 2.78%, and American Indian .43%.

The combined Other Minority composition is 8.63%.

NUMBER AND PERCENT OF WHITE, BLACK AND OTHER MINORITY ADMINISTRATORS - 1979-1984

HEADMASTER/PRINCIPAL (Category I)*

Year	White	Black	Other Minority	Totals
1979-80	120	29	2	151
	79.47%	19.21%	1.32%	100%
1980-81	118	31	2	151
	78.15%	20.53%	1.32%	100%
1981-82	96	25	2	123
	78.04%	20.33%	1.63%	100%
1982-83	95	26	2	123
	77.23%	21.14%	1.63%	100%
1983-84	91	28	4	123
	73.98%	22.77%	3.25%	100%

OTHER ADMINISTRATORS (Category II)*

Year	White	Black	Other Minority	Totals
1979-80	496	147	38	681
	72.83%	21.59%	5.58%	100%
1980-81	459	128	36	623
	73.67%	20.55%	5.78%	100%
1981-82	360	102	24	486
	74.07%	20.99%	4.94%	100%
1982-83	389	114	21	524
	74.23%	21.76%	4.01%	100%
1983-84	400	139	30	569
	70.30%	24.43%	5.27%	100%

UPDATE:

The racial composition of the Other Minority figure for 1983-84 is:

HEADMASTERS/PRINCIPALS (Category I)

Hispanic	Asian American	American Indian
2	2	0
1.63%	1.63%	0%

OTHER ADMINISTRATORS (Category II)

Hispanic	Asian American	American Indian
21	8	1
3.69%	1.41%	.17%

TOTAL ADMINISTRATORS (Categories I & II)

Year	White	Black	Other Minority	Totals
1979-80	616	176	40	832
	74.04%	21.15%	4.81%	100%
1980-81	577	159	38	774
	74.55%	20.54%	4.91%	100%
1981-82	456	127	26	609
	74.88%	20.85%	4.27%	100%
1982-83	484	140	23	647
	74.81%	21.64%	3.55%	100%
1983-84	491	167	34	692
	70.96%	24.13%	4.91%	100%

* For Court reporting purposes Category I and II are used. Category I is composed of headmasters and principals only.
Category II includes all other administrators.

[illegible]

According to Race, Sex, and Salary
as of February 2?, 198?

Salary Range	WHITE M F	BLACK M F	HISPANIC M F	ASIAN M F	AM. IND. M F	Percentages Minority Non-Minority MALE	Percentages Non-Minority Minority FEMALE
ss than 000	20(4%) 544(96%) 564 (64%)	18(7%) 231(93%) 249 (28%)	12(22%) 46(78%) 58 (7%)	2(15%) 11(85%) 13 (6.1%)	0(0%) 0(0%) 0 (0%)	32(62%) 20(38%) 52 (6%)	544(65%) 288(35%) 832 (94%)
.000 to 7,999	7(10%) 62(90%) 69 (74%)	3(19%) 13(81%) 16 (17%)	0(0%) 4(100%) 4 (4%)	1(25%) 3(75%) 4 (4%)	0(0%) 0(0%) 0 (0%)	4(36%) 7(64%) 11 (12%)	62(76%) 20(24%) 82 (88%)
,000 to 14,999	28(13%) 183(87%) 211 (62%)	10(23%) 33(77%) 43 (13%)	1(20%) 4(80%) 5 (2%)	0(0%) 0(0%) 0 (0%)	0(0%) 0(0%) 0 (0%)	11(28%) 28(72%) 39 (14%)	183(84%) 37(16%) 220 (86%)
,000 to 19,999	282(67%) 137(33%) 419 (85%)	43(70%) 18(30%) 61 (12%)	7(70%) 3(30%) 10 (2%)	1(33%) 2(67%) 3 (0%)	0(0%) 0(0%) 0 (0%)	51(15%) 282(85%) 333 (68%)	137(86%) 23(14%) 160 (32%)
,000 to 24,999	70(67%) 34(33%) 104 (88%)	6(43%) 8(57%) 14 (12%)	0(0%) 0(0%) 0 (0%)	0(0%) 0(0%) 0 (0%)	0(0%) 0(0%) 0 (0%)	6(8%) 70(92%) 76 (64%)	34(81%) 8(19%) 42 (36%)
5,000 to 29,999	32(73%) 12(27%) 44 (81%)	1(20%) 4(80%) 5 (9%)	1(50%) 1(50%) 2 (4%)	0(0%) 0(0%) 0 (0%)	0(0%) 1(100%) 1 (2%)	2(6%) 32(94%) 34 (63%)	12(67%) 6(33%) 18 (33%)
4,000 to 39,999	229(77%) 69(23%) 298 (75%)	44(52%) 41(48%) 85 (22%)	2(29%) 5(71%) 7 (2%)	3(60%) 2(40%) 5 (1%)	0(0%) 0(0%) 0 (0%)	49(18%) 229(82%) 278 (70%)	69(59%) 48(41%) 117 (30%)
0,000 to 44,999	55(83%) 11(17%) 66 (85%)	4(33%) 8(67%) 12 (15%)	0(0%) 0(0%) 0 (0%)	0(0%) 0(0%) 0 (0%)	0(0%) 0(0%) 0 (0%)	4(7%) 55(93%) 59 (76%)	11(27%) 8(73%) 19 (24%)
5,000 to 49,999	10(100%) 0(0%) 10 (67%)	3(60%) 2(40%) 5 (33%)	0(0%) 0(0%) 0 (0%)	0(0%) 0(0%) 0 (0%)	0(0%) 0(0%) 0 (0%)	3(23%) 10(77%) 13 (87%)	0(0%) 2(100%) 2 (13%)
0,000 and over	1(100%) 0(0%) 1 (100%)	0(0%) 0(0%) 0 (0%)	0(0%) 0(0%) 0 (0%)	0(0%) 0(0%) 0 (0%)	0(0%) 0(0%) 0 (0%)	0(0%) 1(100%) 1 (100%)	0(0%) 0(0%) 0 (0%)
Grand Total	734 1062 1796 (74.90%)	132 [illegible] 496 (20.13%)	24 63 87 (3.63%)	7 18 25 (1.04%)	0 1 1 (0%)	163(18%) 734(82%) 897 (37%)	1062(71%) 440(29%) 1502 (63%)

Total Number of Employees 2,398

SYSTEMWIDE WORKFORCE ANALYSIS BY RACE, SEX AND JOB CLASSIFICATION AS OF MARCH 1, 1984

ssification	TOTAL	WHITE M	WHITE F	BLACK M	BLACK F	HISPANIC M	HISPANIC F	ASIAN M	ASIAN F	AM.IND. M	AM.IND. F	Minority MALE	Non-Minority MALE	Minority FEMALE	Non-Minority FEMALE
ds./Mgrs.	227	101 44.49%	51 22.47%	30 13.21%	34 14.98%	2 .88%	5 2.20%	4 1.76%	0 0%	0 0%	0 0%	36 15.86%	101 44.49%	39 17.18%	51 22.47%
		152 66.96%		64 28.19%		7 3.08%		4 1.76%		0 0%		137 60.35%		90 39.65%	
n./Hdmstrs.	123	76 61.79%	15 12.20%	17 13.82%	11 8.94%	0 0%	2 1.63%	1 .81%	1 .81%	0 0%	0 0%	18 14.63%	76 61.79%	14 11.38%	15 12.20%
		91 73.98%		28 22.76%		2 1.63%		2 1.63%		0 0%		94 76.42%		29 23.58%	
t./Hdm.Prin.	103	67 65.05%	12 11.65%	13 12.62%	6 5.83%	3 2.91%	2 1.94%	0 0%	0 0%	0 0%	0 0%	16 15.53%	67 65.05%	8 7.76%	12 11.66%
		79 76.70%		19 18.45%		5 4.85%		0 0%		0 0%		83 80.58%		20 19.42%	
t.Heads	109	63 57.80%	21 19.26%	10 9.17%	11 10.09%	0 0%	2 1.84%	0 0%	2 1.84%	0 0%	0 0%	10 9.17%	63 57.80%	15 13.76%	21 19.27%
		84 77.06%		21 19.26%		2 1.84%		2 1.84%		0 0%		73 66.97%		36 33.03%	
gistrars	15	11 73.33%	4 26.67%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	11 73.33%	0 0%	4 26.67%
		15 100%		0 0%		0 0%		0 0%		0 0%		11 73.33%		4 26.67%	
vel.Officers*	23	11 47.83%	6 26.09%	1 4.35%	4 17.39%	0 0%	0 0%	0 0%	0 0%	0 0%	1 4.35%	1 4.35%	11 47.83%	5 21.74%	6 26.09%
		17 73.92%		5 21.74%		0 0%		0 0%		1 4.35%		12 52.18%		11 47.82%	
m. Teachers	1842	270 14.66%	1006 54.61%	35 1.90%	346 18.78%	12 .65%	112 6.08%	13 .71%	44 2.39%	0 0%	4 .22%	60 3.26%	1006 54.61%	506 27.47%	270 14.66%
		1276 69.27%		381 20.68%		124 6.73%		57 3.10%		4 .22%		1066 57.87%		776 42.13%	

* Includes 7 job supervisors

SYSTEMWIDE WORKFORCE ANALYSIS BY RACE, SEX AND JOB CLASSIFICATION AS OF MARCH 6, 1984

Classification	TOTAL	WHITE		BLACK		HISPANIC		ASIAN		AM.IND.		Minority	Non-Minority	Minority	Non-Minority
		M	F	M	F	M	F	M	F	M	F	MALE		FEMALE	
Secondary Teachers	2321	955 41.15%	663 28.56%	201 8.66%	323 13.92%	48 2.07%	56 2.41%	31 1.34%	30 1.29%	5 .21%	9 .39%	285 12.28%	955 41.15%	418 18.01%	663 28.56%
		1618 69.71%		524 22.58%		104 4.48%		61 2.63%		14 .60%		1240 53.43%		1081 46.57%	
Other Teachers	90	20 22.22%	54 60%	1 1.11%	12 13.33%	3 3.33%	0 0%	0 0%	0 0%	0 0%	0 0%	4 4.45%	20 22.22%	12 13.33%	54 60%
		74 82.22%		13 14.44%		3 3.33%		0 0%		0 0%		24 26.67%		66 73.33%	
Eval.Team Leaders	78	22 28.21%	41 52.56%	0 0%	12 15.39%	1 1.28%	1 1.28%	1 1.28%	0 0%	0 0%	0 0%	2 2.56%	22 28.21%	13 16.67%	41 52.56%
		63 80.77%		12 15.39%		2 2.56%		1 1.28%		0 0%		24 30.77%		54 69.23%	
Swimming Inst.	20	7 35%	11 55%	2 10%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	2 10%	7 35%	0 0%	11 55%
		18 90%		2 10%		0 0%		0 0%		0 0%		9 45%		11 55%	
Guidance Counselors	60	22 36.66%	12 20%	7 11.67%	13 21.66%	1 1.67%	4 6.67%	0 0%	1 1.67%	0 0%	0 0%	8 12.90%	23 37.10%	17 27.42%	14 22.58%
		34 56.66%		20 33.33%		5 8.34%		1 1.67%		0 0%		31 50%		31 50%	
Guidance Advisors	30	17 56.66%	5 16.67%	3 10%	5 16.67%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	3 10%	17 56.66%	5 16.67%	5 16.67%
		22 73.33%		8 26.67%		0 0%		0 0%		0 0%		20 66.66%		10 33.34%	
Pupil Adj. Couns.	20	13 65%	4 20%	1 5%	0 0%	1 5%	1 5%	0 0%	0 0%	0 0%	0 0%	2 10%	13 65%	1 [illegible]	4 20%
		17 85%		1 5%		2 10%		0 0%		0 0%		15 75%		5 25%	
Other*	37	4 10.81%	11 29.73%	1 2.70%	10 27.03%	5 13.51%	3 8.11%	0 0%	3 8.11%	0 0%	0 0%	16 43.24%	4 10.81%	6 16.22%	11 29.73%
		15 40.54%		11 29.73%		8 21.62%		3 8.11%		0 0%		20 54.05%		17 45.95%	

* Includes School Committee staff

SYSTEMWIDE WORKFORCE ANALYSIS BY RACE, SEX AND JOB CLASSIFICATION AS OF MARCH 6, 1994

Classification	TOTAL	WHITE			BLACK			HISPANIC			ASIAN			AM.IND.			Minority	Non-Minority		Minority	Non-Minority	
		M	F		M	F		M	F		M	F		M	F		MALE			FEMALE		
Nurses	76	0 0%	54 71.05%	54 71.05%	0 0%	22 28.95%	22 28.95%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	22 28.95%	54 71.05%	76 100%
Physicians	2	2 100%	0 0%	2 100%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	2 100%	2 100%	0 0%	0 0%	0 0%
Social Workers	7	1 14.28%	3 42.86%	4 57.14%	0 0%	3 42.86%	3 42.86%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	1 14.28%	1 14.28%	3 42.86%	3 42.86%	6 85.72%
School Psych.	43	17 39.53%	14 32.56%	31 72.09%	1 2.33%	7 16.28%	8 18.61%	1 2.33%	3 6.97%	4 9.30%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	2 4.65%	17 39.53%	19 44.18%	10 23.26%	14 32.56%	24 55.82%
Legal Counsel	5	3 60%	1 20%	4 80%	0 0%	1 20%	1 20%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	3 60%	3 60%	1 20%	1 20%	2 40%
ROTC	9	9 100%	0 0%	9 100%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	9 100%	9 100%	0 0%	0 0%	0 0%
Engineers	31	30 96.77%	0 0%	30 96.77%	1 3.23%	0 0%	1 3.23%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	1 3.23%	30 96.77%	31 100%	0 0%	0 0%	0 0%

SYSTEMWIDE WORKFORCE ANALYSIS BY RACE, SEX AND JOB CLASSIFICATION AS OF MARCH 6, 1984

Classification	TOTAL	WHITE M	WHITE F	BLACK M	BLACK F	HISPANIC M	HISPANIC F	ASIAN M	ASIAN F	AM.IND. M	AM.IND. F	Minority MALE	Non-Minority MALE	Minority FEMALE	Non-Minority FEMALE
Paraprof./Aides	721	30 4.16%	320 44.38%	24 3.33%	200 27.74%	26 3.61%	90 12.48%	14 1.94%	17 2.36%	0 0%	0 0%	64 8.88%	30 4.16%	307 42.58%	320 44.38%
		350 48.54%		224 31.07%		116 16.09%		31 4.30%		0 0%		94 13.04%		627 86.96%	
Tech./Specialists	28	11 39.29%	11 39.29%	0 0%	3 10.71%	0 0%	2 7.14%	0 0%	1 3.57%	0 0%	0 0%	0 0%	11 39.29%	6 21.42%	11 39.29%
		22 78.58%		3 10.71%		2 7.14%		1 3.57%		0 0%		11 39.29%		17 60.71%	
Clerical/Secret.	480	18 3.75%	375 78.13%	2 .42%	71 14.79%	0 0%	6 1.25%	0 0%	8 1.67%	0 0%	0 0%	2 .42%	18 3.75%	85 17.71%	375 78.12%
		393 81.88%		73 15.21%		6 1.25%		8 1.67%		0 0%		20 4.17%		460 95.83%	
Cafeteria	607	3 .49%	468 77.10%	3 .49%	120 19.77%	2 .33%	10 1.65%	0 0%	1 .17%	0 0%	0 0%	5 .82%	3 .49%	131 21.58%	468 77.10%
		471 77.59%		123 20.26%		12 1.98%		1 .17%		0 0%		8 1.31%		599 98.68%	
Custodians	489	442 90.39%	1 .20%	43 8.80%	2 .41%	1 .20%	0 0%	0 0%	0 0%	0 0%	0 0%	44 9.0%	442 90.39%	2 .41%	1 .20%
		443 90.59%		45 9.21%		1 .20%		0 0%		0 0%		486 99.39%		3 .61%	
Safety	95	36 37.89%	7 7.37%	33 34.74%	14 14.74%	3 3.16%	1 1.05%	0 0%	1 1.05%	0 0%	0 0%	36 37.89%	36 37.90%	16 16.84%	7 7.37%
		43 45.26%		47 49.48%		4 4.21%		1 1.05%		0 0%		72 75.79%		23 24.21%	
Laborers	57	19 33.33%	3 5.26%	25 43.86%	0 0%	9 15.79%	1 1.75%	0 0%	0 0%	0 0%	0 0%	34 59.65%	19 33.33%	1 1.75%	3 5.26%
		22 38.59%		25 43.86%		10 17.54%		0 0%		0 0%		53 92.98%		4 7.02%	
Total No. of Employees	7748	2280 29.43%	3173 40.95%	454 5.86%	1230 15.87%	118 1.52%	301 3.88%	64 .83%	109 1.41%	5 .07%	14 .18%	641 8.27%	2280 29.43%	1654 21.35%	3173 40.95%
		5453 70.38%		1684 21.73%		419 5.40%		173 2.24%		19 .25%		2921 37.70%		4827 62.30%	

UNITED STATES DISTRICT COURT
DISTRICT OF MASSACHUSETTS

* * * * * * * * * * * * * * * * * *

TALLULAH MORGAN, ET AL.,

Plaintiffs,

v. CIVIL ACTION NO. 72-911-G

KEVIN McCLUSKEY, ET AL.,

Defendants

* * * * * * * * * * * * * * * * * *

REPORT OF THE NUMBER OF WHITE, BLACK AND OTHER MINORITY PERMANENT AND ACTING ADMINISTRATORS AND TEACHERS

The School Defendants file herewith the report of the number of white, black and other minority permanent and acting administrators and teachers.

Respectfully submitted,

Henry Dinger, Esquire
Goodwin, Procter & Hoar
28 State Street
Boston, Massachusetts 02109
Tel. (617) 523-5700

Dated: March 19, 1984

THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

BOSTON PUBLIC SCHOOLS
DEPARTMENT OF PERSONNEL AND LABOR RELATIONS
MANAGER
IDA WHITE

March 14, 1984

MEMORANDUM

TO: Dr. Robert R. Spillane, Superintendent

FROM: Ida White, Manager IW

SUBJECT: March 15, 1984 Report to the United States District Court on Administrators

Please find enclosed the number of white, black and other minority permanent and acting administrators as required to be filed on March 15, 1984 by Order of the United States District Court.

Attachment(s)

IW/mlh

26 COURT STREET, BOSTON, MASSACHUSETTS [illegible]

CENTRAL ADMINISTRATION

OFFICE OF THE SUPERINTENDENT

1	Superintendent	W
1	Executive Administrative Assistant	W
1	Senior Administrative Assistant	B
1	Media Assistant	W
1	Special Assistant	B
*1	Senior Program Director	W(A)
*1	Staff Assistant	B(A)

OFFICE OF DEPUTY SUPERINTENDENT - FINANCE AND ADMINISTRATION

1	Deputy Superintendent	B(A)
1	Administrative Assistant	B
1	Executive Administrative Assistant	W
1	Administrative Assistant	O
1	Senior Program Director	W (A)

Office of the Business Manager

1	Business Manager	W
2	Assistant Business Managers	1 W (A); 1 vacancy
3	Coordinators	2W (A); 1B (A)

Department of Information Systems Development

1	Manager of Information Systems	O (A)
3	Project Leaders	W (A)
2	Unit Leaders	W (A)
1	Analyst	W (A)
1	Senior Coordinator	W (A)

Department of Personnel and Labor Relations

1	Manager	B
1	Assistant Manager	Vacancy
1	Junior Specialist	B (A)
4	Unit Leaders	2W (A); 1 O (A); 1 B (A)
1	Analyst	O (A)
4	Junior Analysts	3W (2A); 1 O (A)
3	Senior Coordinators	2W (A); 1 vacancy
1	Personnel Relations Coordinator	W

Office of Budget Management

1	Budget Chief	W
1	Senior External Funds Coordinator	W (A)
1	External Funds Coordinator	W (A)
2	Senior Coordinators	1W; 1B (A)
2	Coordinators	1W; 1B
1	Analyst	W (A)
2	Program Analysts	1W (A); 1B (A)
1	Junior Specialist	B (A)
1	Junior Analyst	Vacancy

*Compact Project

OFFICE OF DEPUTY SUPERINTENDENT - SCHOOL OPERATIONS

1 Deputy Superintendent	B
1 Executive Administrative Assistant	B (A)
1 Senior Program Director	B (A)
1 Project Director	W (A)
1 Coordinator	B (A)
1 Senior Coordinator	W (A)

Facilities Management

1 Director	W
1 Senior Technical Manager	W
2 Assistant Managers - Field Operations	1W (A); 1B (A)
1 Supervisor	B (A)
1 Chief Structural Engineer	W (A)
1 Senior Structural Engineer	W
1 Assistant Manager	W (A)
1 Senior Engineer	W (A)
1 Senior Specialist	O
1 Specialist	W (A)
1 Project Director	W (A)
1 Program Director	W (A)

Department of Food Services

1 Director	W
1 Assistant Director	W
1 Project Director	B

School Safety Services

1 Safety Chief	W (A)
1 Administrative Assistant	W (A)
3 Senior Safety Coordinators	1W; 2B (A)
2 Investigative Counselors	1W; 1B

OFFICE OF DEPUTY SUPERINTENDENT - CURRICULUM AND INSTRUCTION

1 Deputy Superintendent	B
1 Executive Administrative Assistant	W
1 Senior Administrative Assistant	W
1 Project Director - Title VII	Vacancy
1 Specialist - Title VII	W (A)
1 Senior Specialist/Curriculum Writer	W (A)

Department of Chapter I Programs

1 Director	W
2 Associate Directors	W (1A)
10 Assistant Directors	8W (3A); 2 B (A)
1 Coordinator	W

CENTRAL ADMINISTRATION

Institute for Professional Development

1	Manager	B (A)
1	Senior Coordinator	B (A)
3	Coordinators	1W; 2B (A)

Office of Instructional Services

1	Manager	W
2	Senior Curriculum Advisors	1W (A); 1 B
1	Program Director - Gifted and Talented	W (A)
1	Program Director - Elementary Reading/ Language Arts	B (A)
1	Program Director - Music	W (A)
1	Program Director - Reading	W
1	Program Director - Mathematics	W
1	Program Director - Social Studies	B
1	Program Director - Foreign Languages	W
1	Program Director - Health/Physical Ed.	B
2	Program Directors - Media	1B (A); 1W (A)
1	Senior Advisor - Arts	W (A)
1	Senior Advisor - Music	W
1	Athletic Director	W
1	Senior Advisor - Science	W
1	Coordinator - Swimming	W (A)
1	Assistant Program Director - Physical Ed.	W

Testing and Evaluation Unit

1	Manager	W (A)
1	Systems Specialist	W (A)
1	Evaluation Specialist	W (A)
1	Junior Analyst	W (A)

Bilingual Department

1	Senior Advisor	W
6	Bilingual Coordinators	2W (1A); 1B (A); 2 O (A); 1 vacancy
1	Administrative Assistant	O (A)
1	Junior Specialist	O (A)
1	Lau Coordinator	B (A)
2	Lau Specialists	1W (A); 1B (A)

Adult Education and Recreational Activities

1	Director	W (A)
1	Coordinating Supervisor	W (A)

SENIOR OFFICER - STUDENT SUPPORT SERVICES

1	Senior Officer	W
1	Staff Assistant	W (A)
1	Projects Director	B (A)
1	Administrative Assistant	O
2	Special Education Monitors	1W (A); 1B (A)
1	Manager	W (A)
4	Program Advisors - Low Incidence	3W (A); 1B (A)

CENTRAL ADMINISTRATION

Early Childhood/Elementary Student Support Programs

1	Senior Advisor	W (A)
1	Program Advisor -Early Childhood	B (A)
1	Program Advisor -Elementary	B (A)

Middle School Student Support Programs

1	Senior Advisor	W
1	Program Advisor - Middle Schools	W (A)

Secondary School Student Support Programs

1	Senior Advisor	B (A)
1	Program Advisor - High Schools	W (A)

Pupil Services

2	Senior Advisors	W

Compliance/Placement

1	Assistant Manager	W (A)
4	Program Advisors - Compliance	3W (A); 1B (A)
2	Program Advisors - Over/Under Representation	1W (A); 1B (A)

Contracted Services

1	Associate Manager	W
2	Program Advisors - Contracted Ed. Services	W (A)

OFFICE OF EQUAL OPPORTUNITY

1	Senior Officer	B
1	Senior Administrative Assistant	Vacancy
1	Administrative Assistant	O

OFFICE OF GENERAL COUNSEL

1	General Counsel	W
2	Assistant General Counsels	W
1	Assistant General Counsel-Labor Relations	B

OFFICE OF SENIOR OFFICER - IMPLEMENTATION

1	Senior Officer	W
1	Staff Assistant	W (A)

CENTRAL ADMINISTRATION

Department of Implementation

1	Executive Director	B
4	Directors	3W (2A); 1B (A)
1	Assistant Director	W (A)
1	Coordinator	W (A)
11	Specialists	3B (2A); 4W (2A); 2 O (1A); 2 vacancies
13	Officers	6B (4A); 6W (3A); 1 vacancy
2	Analysts	1W (A); 1 O (A)

*DEPARTMENT OF EDUCATION AND EMPLOYMENT SERVICES

2	Transitional Associates	W (A)
1	Transitional Assistant	W (A)
1	Coordinator of Urban Retrofit Programs	W (A)

*Reports to Director of Educational and Employment at Hubert Humphrey REsource Center

TOTAL NUMBER OF PERMANENT AND ACTING ADMINISTRATORS - CENTRAL ADMINISTRATION

	PERMANENT			ACTING			VACANCIES	TOTALS
	B	W	O	B	W	O		
Superintendent		1						1
Deputy Superintendent	2			1				3
Senior Officer	1	2						3
Executive Admin. Assistant		3		1				4
Senior Administrative/ Administrative Assistant	2	1	3		1	1	1	9
Media/Special Assistant	1	1						2
Executive Director	1							1
Director		5		1	3			9
Senior Advisor		6		1	2			9
Associate Director		1			1			2
Assistant Director		6		2	4			12
Project/Program Director Senior Project/Prog. Director	3	4		4	8		1	20
Staff Assistant				1	2			3
Coordinator Junior/Senior Coordinator	2	7		9	12	2	2	34
Supervisor				1	1			2
Specialist Junior/Senior Specialist	1	2	2	5	6	2	3	21
Officer	2	3		4	3		1	13
Investigative Counselor	1	1						2
Manager	1	3		1	2	1		8
Assistant/Associate Manager		1		2	5			8
Analyst Junior/Senior Analyst		1		1	7	3		12
Project/Unit Leader				1	7	1		9
Budget/Security Chief		1			1			2
Evaluation/Systems Specialist					2			2
Chief/Senior Engineer		1			2			3

TOTAL NUMBER OF PERMANENT AND ACTING ADMINISTRATORS - CENTRAL ADMINISTRATION

	PERMANENT			ACTING			VACANCIES	TOTALS
	B	W	O	B	W	O		
Senior Curriculum Advisor	1				1			2
Transitional Associate					2			2
Transitional Assistant					1			1
General/Asst. General Counsel	1	3						4
Program Advisor				4	12			16
Special Education Monitor				1	1			2
TOTALS	19	53	5	40	86	10	8	221

CENTRAL ADMINISTRATION

*PROGRAM SPECIALISTS - STUDENT SUPPORT SERVICES

3W

*PERSONNEL ON ASSIGNMENT

Library	1W	
Personnel	1W	(Director on Assignment)
Student Support Services	1W	
Office of Deputy Superintendent/ Curriculum & Competency	1W	(Assistant Headmaster on Assignment)
Audio Visual Department	1W	
Office of Implementation	1W	(Headmaster on Assignment)
TOTAL	9W	

*Not included in any previous totals.

OFFICES OF THE COMMUNITY SUPERINTENDENTS

Community District One

1	Community Superintendent	W(A)
1	Administrative Assistant	W(A)
1	Guidance Counselor	O(A)

Community District Two

1	Community Superintendent	W
1	Administrative Assistant	W(A)

Community District Three

1	Community Superintendent	W(A)
1	Administrative Assistant	W(A)

Community District Four

1	Community Superintendent	B(A)
1	Administrative Assistant	B

Community District Five

1	Community Superintendent	B
1	Administrative Assistant	B
1	Administrative Assistant for 636 Projects	B(A)

Community District Six

1	Community Superitendent	W
1	Administrative Assistant	W

Community District Seven

1	Community Superintendent	W
1	Administrative Assistant	W

Community District Eight

1	Community Superintendent	W
1	Administrative Assistant	W

Community District Nine

1	Community Superintendent	B
2	Administrative Assistants	1W (A); 1B (A)
1	Coordinator	B (A)

TOTAL NUMBER OF PERMANENT AND ACTING ADMINISTRATORS

OFFICES OF THE COMMUNITY SUPERINTENDENTS

	PERMANENT			ACTING			VACANCIES	TOTAL
	B	W	O	B	W	O		
Community Superintendents	2	4	0	1	2	0		9
Administrative Assistants	2	3	0	2	4	0		11
Guidance Counselors	0	0	0	0	0	1		1
Coordinators	0	0	0	1	0	0		1
TOTALS	4	7	0	4	6	1		22

OFFICE OF THE COMMUNITY SUPERINTENDENTS

School Psychologists and Pupil Adjustment Counselors*

	Permanent			Acting			Total		
	B	W	O	B	W	O	B	W	O
School Psychologists	8	31	1	0	0	3	8	31	4
Pupil Adjustment Counselors	0	15	0	1	2	2	1	17	2

Personnel on Assignment*

District One	2 1W; 1B(1 Liaison Teacher - funded; 1 Middle School Coordinator - funded)
District Two	3 1W; 2B(1 Liaison Teacher - funded; 1 teacher-636 funded; 1 Middle School Coordinator funded)
District Three	3W(Includes 1 Liaison Teacher - funded; 1 Middle School Coordinator - funded)
District Four	2W (1 Liaison Teacher - funded; 1 Middle School Coordinator - funded)
District Five	7 6W; 1B(includes 1 Liaison Teacher - funded; 4 Teachers - 636 funded; 1 Middle School Coordinator - funded)
District Six	3W (1 Liaison Teacher - funded; 1 Teacher - 636 funded; 1 Middle School Coordinator - funded)
District Seven	3W (1 Liaison Teacher - funded; 1 Teacher - 636 funded; 1 Middle School Coordinator - funded)
District Eight	2W (1 Liaison Teacher - funded; 1 Middle School Coordinator - funded)
District Nine	5 1W; 3B;1-O (includes 2 Teachers - 636 funded; 1 Middle School Coordinator -funded)
TOTAL	30 22W; 7B; 10

*Not included in any previous totals

ADMINISTRATIVE POSITIONS - HIGH SCHOOLS

HIGH SCHOOLS	HEADMASTER				ASSISTANT HEADMASTER				DEPARTMENT HEAD				GUIDANCE				REGISTRAR				DEVELOPMENT OFFICER				SAFETY/ CLINICAL SENIOR CO-ORDINATOR				ADMINISTRATIVE ASSIST.				PROJECT DIRECTOR							
DISTRICT I	R	W	O	T	R	W	O	T	R	W	O	T	R	W	O	T	R	W	O	T	R	W	O	T	R	W	O	T	R	W	O	T	R	W	O	T				
BRIGHTON HIGH	1			1		2A		2A		7A		7A	1 1A	1	1	1A 3		1A		1A	1A			1A																
DISTRICT II																																								
JAMAICA PLAIN HIGH	1			1		1A 1		1A 1	1A	4A		5A	2	1	1	4		1A		1A	1A			1A																
DISTRICT III																																								
WEST ROXBURY HIGH		1		1	1A	1A		2A		7A		7A	1	1 1A		2 1A		1A		1A		1A		1A																
DISTRICT IV																																								
HYDE PARK HIGH		1		1	1A 1			1 2A	2A	4A		6A		3		3		1A		1A		1A		1A																
DISTRICT V																																								
JEREMIAH E. BURKE HIGH	1A			1A	2A			2A	1A	6A		5A	1A	1A		2A		1A		1A		1A		1A																
DORCHESTER HIGH		1		1	1A	1A 1		2A 1	1A	5A		6A	1	1	1	2		1A		1A		1A		1A	1A	1A		2A												
DISTRICT VI																																								
SOUTH BOSTON HIGH		1		1		1A		1A	1A	5A 1°	1A	2A 1°	2	2		4				0		1A		1A		1A		1A												
DISTRICT VII																																								
CHARLESTOWN HIGH		1			1		1A	1A 1	1A	3A	1A	5A	1A	2	1A 1	2A 3		1A		1A		1A		1A																
DISTRICT VIII																																								
EAST BOSTON HIGH		1		1		1A		1A	1A	5A		6A	1	3		4		1A		1A		1A		1A					1A			1A								

ADMINISTRATIVE POSITIONS - HIGH SCHOOLS

HIGH SCHOOLS	HEADMASTER				ASSISTANT HEADMASTER				DEPARTMENT HEAD				GUIDANCE				REGISTRAR				DEVELOPMENT OFFICER				SAFETY/ CLINICAL/ SENIOR CO-ORDINATOR				ADMINISTRATIVE ASSIST.				PROJECT DIRECTOR			
	B	W	O	T	B	W	O	T	B	W	O	T	B	W	O	T	B	W	O	T	B	W	O	T	B	W	O	T	B	W	O	T	B	W	O	T
DISTRICT IX																																				
BOSTON BUSINESS		1		1		1A		1A	1A			1A				0				0																
BOSTON HIGH	1			1				0	1A	4 1A		2A* 4**				0				0																
BOSTON LATIN SCHOOL		1		1	1A	1A 1		2A 1	1A	8A		9A	2A	4		2A 4		1A		1A			1A	1A												
BOSTON LATIN ACADEMY		1A		1A	1A	1A		2A	1A	5A		6A	1	1 1A		1A 2		1A		1A																
BOSTON TECHNICAL HIGH		1		1	1A	1A		2A	1A	3A	1A	5A	2	1A		1A 2		1A		1A		1A		1A												
COPLEY SQUARE HIGH	1A			1A		1		1	1A	2A	1A	4A		1		1				0																
ENGLISH HIGH		1A		1A	1A	1A		2A	2A	6A		8A	2	3		5		1A		1A	1A	1A		2A	1A			1A						1A		1A
MADISON PARK HIGH		1		1	1	2		3	2A	7A		9A	2	4	1	7		1A		1A		1A		1A	1A	1A		2A	1A			1A				
MARIO UMANA TECHNICAL HIGH	1			1	1A	1		1A 1	2A	3A		5A		2	1A	1A 2		1A		1A																
TOTALS																																				
Permanent	4	10	0	14	2	8	0	10	0	5	0	5	15	29	5	49	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Acting	2	2	0	4	10	13	1	24	20	79	4	103	5	4	2	11	0	14	0	14	3	10	1	14	3	3	0	6	2	0	0	2	0	1	0	1
GRAND TOTALS	6	12	0	18	12	21	1	34	20	84	4	108	20	33	7	60	0	14	0	14	3	10	1	14	3	3	0	6	2	0	0	2	0	1	0	1

*Job Supervisor (SBHS)

**Job Supervisor (Boston High)

ADMINISTRATIVE POSITIONS - MIDDLE SCHOOL

MIDDLE SCHOOLS	PRINCIPAL				ASSISTANT PRINCIPAL			
	B	W	O	T	B	W	O	T
DISTRICT I								
Edison		1		1		1		1
Taft			1	1		1		1
DISTRICT II								
Curley, Mary E.	1A			1A	1A	1		2 (
Lewis	1			1		1		1
Roosevelt		1		1		1		1
DISTRICT III								
Irving		1		1		2		2
Lewenberg	1			1		1		1
Shaw, R. G.		1		1		1		1
DISTRICT IV								
Rogers, W. B.		1		1		1		1
Thompson F. V.	1			1		1		1
DISTRICT V								
Cleveland, Grover		1		1		3		3
Holmes. O. W.		1		1		1		1
Wilson	1			1	1(A)	1		2 (
DISTRICT VI								
Dearborn		1		1		1		1
Gavin		1		1	1(A)			1(A
McCormack, John W.	1			1		2		2

ADMINISTRATIVE POSITIONS - MIDDLE SCHOOL

MIDDLE SCHOOLS	PRINCIPAL				ASSISTANT PRINCIPAL			
	B	W	O	T	B	W	O	T
DISTRICT VII								
Edwards	1 (A)			1 (A)		1 (A)		1 (A)
Michaelangelo		1 (A)		1 (A)		1		1
Timilty	1			1	1 (A)			1 (A)
DISTRICT VIII								
Barnes		1		1		2		2
Cheverus		1		1				
DISTRICT IX								
King, Martin L.	1			1		2		2
Mackey, Charles	1			1		1		1
Wheatley, Phyllis	1			1		1		1
TOTALS:								
Permanent	9	11	1	21	0	26	0	26
Acting	2	1	0	3	4	1	0	5
GRAND TOTALS	11	12	1	24	4	27	0	31

ADMINISTRATORS - SPECIAL SCHOOLS AND PROGRAMS

CARTER SCHOOL

1	Teacher-in-Charge	W (A)

McKINLEY SCHOOL

1	Program Director	W (A)
6	Assistant Program Directors	4W (A); 2B (A)

TILESTON SCHOOL

1	Program Advisor	W (A)

ANOTHER COURSE TO COLLEGE

1	Headmaster	W

BOSTON PREP.

1	Project Director	W
1	Development Officer	W (A)

HUBERT H. HUMPHREY OCCUPATIONAL RESOURCE CENTER

1	Director	W
1	Headmaster	B (A)
2	Assistant Headmasters	1W; 1B (A)
1	Registrar	W (A)
1	Senior Administrative Assistant	B
7	Cluster Administrators	6W; 1B (A)
1	Business Agent	W (A)
1	Bilingual Coordinator	B
1	Special Needs Coordinator	W
1	Program Director/Occ. Instr. Design	W (A)
1	Specialist/Occ. Grants Manager	W (A)
1	System Support Specialist	W

LEWENBERG MIDDLE SCHOOL

1	Senior Coordinator	W (A)
1	Clinical Coordinator	W (A)

KING MIDDLE SCHOOL

1	Project Director	W (A)
1	Development Officer	B (A)

BEETHOVEN ELEMENTARY SCHOOL

1	Senior Coordinator	W (A)
1	Clinical Coordinator	B (A)

HARVARD-KENT ELEMENTARY

1	Senior Coordinator	W (A)
1	Clinical Coordinator	W (A)

ELEMENTARY SCHOOL ADMINISTRATORS

DISTRICT I

	PRINCIPALS					ASSISTANT PRINCIPALS				
	B	W	O	TOTAL		B	W	O	TOTAL	
Baldwin	1			1						
Farragut		1		1						
Gardner		1		1				1(A)	1(A)	
Garfield		1		1						
Hamilton		1		1						
Tobin		1		1			1		1	
Winship		1		1						
TOTALS	1	6		7			1	1(A)	2(1A)	

ELEMENTARY SCHOOL ADMINISTRATORS

DISTRICT II

	PRINCIPALS					ASSISTANT PRINCIPALS				
	B	W	O	TOTAL		B	W	O	TOTAL	
Agassiz		1		1			1	1(A)	2 (1A)	
Ellis	1			1		1(A)			1(A)	
Fuller		1		1						
Higginson		1		1						
Kennedy, John F.		1		1						
Longfellow		1		1						
Manning		1		1						
Mendell		1		1						
Parkman	1	0		1						
TOTALS	2	7		9		1(A)	1	1(A)	3(2A)	

ELEMENTARY SCHOOL ADMINISTRATORS

DISTRICT III

	PRINCIPALS					ASSISTANT PRINCIPALS				
	B	W	O	TOTAL		B	W	O	TOTAL	
Bates	1			1						
Beethoven		1		1						
Kilmer		1		1						
Lee		1		1			1		1	
Lyndon		1		1						
Mattahunt		1		1			2		2	
Mozart		1		1						
Philbrick		1		1						
Sumner		1		1			1		1	
TOTALS	1	8		9			4		4	

ELEMENTARY SCHOOL ADMINISTRATORS

DISTRICT IV

	PRINCIPALS					ASSISTANT PRINCIPALS				
	B	W	O	TOTAL		B	W	O	TOTAL	
Channing		1		1						
Chittick		1		1						
Conley		1		1						
Greenwood, E.		1		1						
Grew	1			1						
Hemenway		1		1						
Roosevelt, F.		1		1						
Shaw. P.A.		1		1						
Taylor		1		1			1		1	
TOTALS	1	8		9			1		1	

ELEMENTARY SCHOOL ADMINISTRATORS

DISTRICT V

	PRINCIPALS					ASSISTANT PRINCIPALS				
	B	W	O	TOTAL		B	W	O	TOTAL	
Dickerman		1		1						
Endicott		1		1						
Everett		1		1						
Fifield		1		1						
Greenwood, S.		1		1			1		1	
Holland		1		1			2		2	
Kenny		1		1						
Marshall		1		1		1 (A)	2		3 (1A)	
Mather		1		1			1		1	
Murphy		1		1			2		2	
O'Hearn		1		1						
Stone	1			1						
TOTALS	1	11		12		1 (A)	8		9 (1A)	

ELEMENTARY SCHOOL ADMINISTRATORS

ISTRICT VI

	PRINCIPALS					ASSISTANT PRINCIPALS				
	B	W	O	TOTAL		B	W	O	TOTAL	
lap		1		1						
ondon		1		1			2		2	
ever		1		1			1		1	
merson		1		1						
ason		1		1						
erkins		1		1						
erry		1		1						
ussell		1		1						
ynan		1		1						
inthrop		1		1						
OTALS		10		10			3		3	

ELEMENTARY SCHOOL ADMINISTRATORS

DISTRICT VII

	PRINCIPALS					ASSISTANT PRINCIPALS				
	B	W	O	TOTAL		B	W	O	TOTAL	
Blackstone		1		1			2	1 (A)	3 (1A)	
Eliot		1(A)		1(A)						
Hurley		1		1						
Harvard-Kent		1		1			1		1	
Quincy		1		1			1		1	
Warren-Prescott		1		1			1		1	
TOTALS		6(1A)		6(1A)			5	1 (A)	6 (1A)	

ELEMENTARY SCHOOL ADMINISTRATORS

DISTRICT VIII

	PRINCIPALS					ASSISTANT PRINCIPALS				
	B	W	O	TOTAL		B	W	O	TOTAL	
Adams	1			1						
Alighieri			1 (A)	1 (A)						
Bradley		1		1						
Kennedy, Paul			1(A)	1(A)						
O'Donnell		1		1						
Otis		1		1						
TOTALS	1	3	2 (A)	6 (2A)		0	0	0	0	

ELEMENTARY SCHOOL ADMINISTRATORS

DISTRICT IX

	PRINCIPALS					ASSISTANT PRINCIPALS				
	B	W	O	TOTAL		B	W	O	TOTAL	
Curley, James M.		1		1						
Guild, Curtis		1		1						
Hale		1		1						
Haley		1		1						
Hennigan	1			1			1(A)		1(A)	
Hernandez, R.			1	1						
Jackson-Mann		1		1			2		2	
McKay	1			1			1		1	
Ohrenberger		1		1			1		1	
Trotter	1			1			1	1(A)	2(1A)	
Mann Unit		1		1						
TOTALS	3	7	1	11			6(1A)	1(A)	7(2A)	

TOTAL NUMBER OF PERMANENT AND ACTING ADMINISTRATORS

SCHOOL FACILITIES

	PERMANENT			ACTING			VACANCIES	TOTAL
	B	W	O	B	W	O		
Headmaster	4	11	0	3	2	0		20
Assistant Headmaster	2	9	0	11	13	1		36
Department Head *	0	5	0	20	79	4		108
Guidance Counselor	15	29	5	5	4	2		60
Registrar	0	0	0	0	15	0		15
Development Officer	0	0	0	4	11	1		16
Safety/Clinical/ Senior Coordinator	1	1	0	4	8	0		14
Senior Administrative/ Administrative Asst.	1	0	0	2	0	0		3
Project/Program Director	0	1	0	0	4	0		5
Principal	19	76	2	2	2	2		103
Assistant Principal	0	54	0	6	2	4		66
Teacher-in-Charge	0	0	0	0	1	0		1
Assistant Program Director	0	0	0	2	4	0		6
Program Advisor	0	0	0	0	1	0		1
Director	0	1	0	0	0	0		1
Cluster Administrator	0	6	0	1	0	0		7
Business Agent	0	0	0	0	1	0		1
Specialist	0	1	0	0	1	0		2
TOTALS	42	154	7	60	148	14		465

*Includes Job Supervisors at Boston High School and South Boston High School.

TOTAL ADMINISTRATORS, SCHOOL PSYCHOLOGISTS, PUPIL ADJUSTMENT COUNSELORS AND PERSONNEL ON ASSIGNMENT

(Includes Vacancies)

Central Administration	(pages 1-7)	221
School Psychologists Pupil Adjustment Counselors Personnel on Assignment (pages 8 and 11)		102
Community Superintendents' Offices (pages 9 and 10)		22
School Facilities (pages 12 to 26)		465
	TOTAL	810

CATEGORY I

	NUMBER				PERCENT		
	B	W	O	T	B%	W%	O%
Headmaster/Principal	28	91	4	123	22.76	73.99	3.25

CATEGORY II

	NUMBER				PERCENT		
	B	W	O	T	B%	W%	O%
Central Administration	59	139	15	213	27.70	65.26	7.04
Offices of the Community Superintendents	8	13	1	22	36.36	59.09	4.55
School Facilities	74	251	17	342	21.64	73.39	4.97
TOTAL	141	403	33	577	24.44	69.84	5.72

CATEGORY II - By Title

	NUMBER				PERCENT		
	B	W	O	T	B%	W%	O%
Superintendent	0	1	0	1	0	100	0
Deputy Superintendent	3	0	0	3	100	0	0
Senior Officer	1	2	0	3	33.33	66.67	0
Executive Administrative Assistant	1	3	0	4	25.00	75.00	0
Senior Administrative/Administrative Asst.	9	9	4	22	40.91	40.91	18.1
Media/Special Assistant	1	1	0	2	50.00	50.00	0
Executive Director	1	0	0	1	100	0	0
Director	1	9	0	10	10.00	90.00	0
Senior Advisor	1	8	0	9	11.11	88.89	0
Associate Director	0	2	0	2	0	100	0
Assistant Director	2	10	0	12	16.67	83.33	0
Project/Program Director Senior Project/Program Director	7	17	0	24	29.17	70.83	0
Staff Assistant	1	2	0	3	33.33	66.67	0
Coordinator-Safety/Clinical/Junior/Senior Coordinator	17	28	2	47	36.17	59.57	4.2

CATEGORY II - By Title (Cont'd

	NUMBER				PERCENT		
TITLE	B	W	O	T	B%	W%	O%
Supervisor	1	1	0	2	50.00	50.00	0
Specialist-Junior/Senior Specialist	6	10	4	20	30.00	50.00	20.0
Officer	6	6	0	12	50.00	50.00	0
Investigative Counselor	1	1	0	2	50.00	50.00	0
Manager	2	5	1	8	25.00	62.50	12.
Assistant/Associate Manager	2	6	0	8	25.00	75.00	0
Analyst-Junior/Senior Analyst	1	8	3	12	8.33	66.67	25.
Project/Unit Leader	1	7	1	9	11.11	77.78	11.
Budget/Security Chief	0	2	0	2	0	100	0
Evaluation/Systems Specialist	0	2	0	2	0	100	0
Chief/Senior Engineer	0	3	0	3	0	100	0
Transitional Associate/Assistant	0	3	0	3	0	100	0
General/Assistant General Counsel	1	3	0	4	25.00	75.00	0
Program Advisor	4	13	0	17	23.53	76.47	0
Special Education Monitor	1	1	0	2	50.00	50.00	0
Community Superintendent	3	6	0	9	33.33	66.67	0
Guidance Counselor	20	33	8	61	32.79	54.10	13.
Assistant Headmaster	13	22	1	36	44.44	52.78	2.
Department Head	20	84	4	108	18.52	77.78	3.
Registrar	0	15	0	15	0	100	0
Development Officer	4	11	1	16	25.00	68.75	6.
Assistant Principal	6	56	4	66	9.10	84.84	6.
Teacher-in-Charge	0	1	0	1	0	100	0
Assistant Program Director	2	4	0	6	33.33	66.67	0
Cluster Administrator	1	6	0	7	14.29	85.71	0
Business Agent	0	1	0	1	0	100	0
Senior Curriculum Advisor	1	1	0	2	50.00	50.00	0
TOTALS	141	403	33	577	24.43	70.30	5.

THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

BOSTON PUBLIC SCHOOLS
DEPARTMENT OF PERSONNEL AND LABOR RELATIONS
MANAGER
IDA WHITE

January 13, 1984

MEMORANDUM

TO : Dr. Robert R. Spillane, Superintendent

FROM : Ida White, Manager

SUBJECT: January 15, 1984 Report to the United States District Court on Administrators

Please find enclosed the number of white, black and other minority permanent and acting administrators as required to be filed on January 15, 1984 by Order of the United States District Court.

IW/lg

Attachment(s)

CENTRAL ADMINISTRATION

OFFICE OF DEPUTY SUPERINTENDENT - SCHOOL OPERATIONS

1 Deputy Superintendent	B
1 Executive Administrative Assistant	B (A)
1 Senior Program Director	B (A)
1 Project Director	W (A)
1 Coordinator	B (A)
1 Senior Coordinator	W (A)

Facilities Management

1 Director	W
1 Senior Technical Manager	W
2 Assistant Managers - Field Operations	1W (A); 1B (A)
1 Supervisor	B (A)
1 Chief Structural Engineer	W (A)
1 Senior Structural Engineer	W
1 Assistant Manager	W (A)
1 Senior Engineer	W (A)
1 Senior Specialist	O
1 Specialist	W (A)
1 Project Director	W (A)

Department of Food Services

1 Director	W
1 Assistant Director	W
1 Project Director	B

School Safety Services

1 Safety Chief	W (A)
1 Administrative Assistant	W (A)
3 Senior Safety Coordinators	1W; 2B (A)
2 Investigative Counselors	1W; 1B

OFFICE OF DEPUTY SUPERINTENDENT - CURRICULUM AND INSTRUCTION

1 Deputy Superintendent	B
1 Executive Administrative Assistant	W
1 Senior Administrative Assistant	W
1 Project Director - Title VII	O (A)
1 Specialist - Title VII	W (A)
1 Senior Specialist/Curriculum Writer	W (A)

Department of Chapter I Programs

1 Director	W
2 Associate Directors	W (1A)
10 Assistant Directors	8W (3A); 2 B (A)
1 Coordinator	W

CENTRAL ADMINISTRATION

Institute for Professional Development

1	Manager	B (A)
1	Senior Coordinator	B (A)
3	Coordinators	1W; 2B (A)

Office of Instructional Services

1	Manager	W
2	Senior Curriculum Advisors	1W (A); 1B
1	Program Director - Gifted and Talented	W (A)
1	Program Director - ElementaryReading/ Language Arts	B (A)
1	Program Director - Music	W (A)
1	Program Director - Reading	W
1	Program Director - Mathematics	W
1	Program Director - Social Studies	B
1	Program Director - Foreign Languages	W
1	Program Director - Health/Physical Education	B
2	Program Directors- Media	1B (A); 1W (A)
1	Senior Advisor - Arts	W (A)
1	Senior Advisor - Music	W
1	Athletic Director	W
1	Senior Advisor - Science	W
1	Coordinator - Swimming	W (A)
1	Assistant Program Director- Physical Education	W

Testing and Evaluation Unit

1	Manager	W (A)
1	Systems Specialist	W (A)
1	Evaluation Specialist	W (A)
1	Junior Analyst	Vacancy

Bilingual Department

1	Senior Advisor	W
6	Bilingual Coordinators	2W(1A) 2B(1A); 2 O (A);
1	Administrative Assistant	Vacancy
1	Junior Specialist	O (A)
1	Lau Coordinator	B (A)
2	Lau Specialists	1W (A); 1 vacancy

Adult Education and Recreational Activities

1	Director	W (A)
1	Coordinating Supervisor	W (A)

SENIOR OFFICER - STUDENT SUPPORT SERVICES

1	Senior Officer	W
1	Staff Assistant	W (A)
1	Projects Director	B (A)
1	Administrative Assistant	O
2	Special Education Monitors	1W (A); 1B (A)
1	Manager	W (A)
4	Program Advisors - Low Incidence	3W (A); 1B (A)

CENTRAL ADMINISTRATION

Early Childhood/Elementary Student Support Programs

1	Senior Advisor	W (A)
1	Program Advisory-Early Childhood	b (A)
1	Program Advisor -Elementary	B (A)

Middle School Student Support Programs

1	Senior Advisor	W
1	Program Advisor - Middle Schools	W (A)

Secondary School Student Support Programs

1	Senior Advisor	B (A)
1	Program Advisor - High Schools	Vacancy

Pupil Services

2	Senior Advisors	W

Compliance/Placement

1	Assistant Manager	W (A)
4	Program Advisors - Compliance	3W (A); 1B (A)
2	Program Advisors - Over/Under Representation	1W (A); 1B (A)

Contracted Services

1	Associate Manager	W
2	Program Advisors - Contracted Ed. Services	W (A)

OFFICE OF EQUAL OPPORTUNITY

1	Senior Officer	B
1	Senior Administrative Assistant	B (A)
1	Administrative Assistant	O

OFFICE OF GENERAL COUNSEL

1	General Counsel	W
2	Assistant General Counsels	W
1	Assistant General Counsel-Labor Relations	B

OFFICE OF SENIOR OFFICER - IMPLEMENTATION

1	Senior Officer	W
1	Staff Assistant	W (A)

CENTRAL ADMINISTRATION

Department of Implementation

1	Executive Director	B
4	Directors	3W (2A); 1B (A)
1	Assistant Director	W (A)
1	Coordinator	W (A)
11	Specialists	2B (1A); 4W(2A); 2 O(1A); 3 vacancies
13	Officers	5B (3A); 6W (3A); 2 vacanc
2	Analysts	1W (A); 1 vacancy

*DEPARTMENT OF EDUCATION AND EMPLOYMENT SERVICES

2	Transitional Associates	W (A)
1	Transitional Assistant	W (A)
1	Coordinator of Urban Retrofit Programs	W (A)

Reports to Director of Educational and Employment at Hubert Humphrey Resource Center

TOTAL NUMBER OF PERMANENT AND ACTING ADMINISTRATORS - CENTRAL ADMINISTRATION

	PERMANENT			ACTING			VACANCIES	TO
	B	W	O	B	W	O		
Superintendent		1						1
Deputy Superintendent	2	1						3
Senior Officer	1	2						3
Executive Admin. Assistant		3		1				4
Senior Administrative/ Administrative Assistant	2	1	3	1	1		1	9
Media/Special Assistant	1	1						2
Executive Director	1							1
Director		5		1	3			9
Senior Advisor		6		1	2			9
Associate Director		1			1			2
Assistant Director		6		2	4			12
Project/Program Director Senior Project/Prog. Director	3	4		4	8	1		20
Staff Assistant				1	2			3
Coordinator Junior/Senior Coordinator	2	7		11	11	2		33
Supervisor				1	1			2
Specialist Junior/Senior Specialist	1	2	2	2	6	2	6	21
Officer	2	3		3	3		2	13
Investigative Counselor	1	1						2
Manager	1	3		1	2	1		8
Assistant/Associate Manager		1		2	5			8
Analyst Junior/Senior Analyst		1		2	6	2	2	13
Project/Unit Leader					7	1		8
Budget/Security Chief		1			1			2
Evaluation/Systems Specialist					2			2
Chief/Senior Engineer		1			2			3

TOTAL NUMBER OF PERMANENT AND ACTING ADMINISTRATORS - CENTRAL ADMINISTRATION

	PERMANENT			ACTING			VACANCI
	B	W	O	B	W	O	
Senior Curriculum Advisor	1				1		
Transitional Associate					2		
Transitional Assistant					1		
General/Asst. General Counsel	1	3					
Program Advisor				5	10		1
Special Education Monitor				1	1		
TOTALS	19	54	5	39	82	9	12

*PROGRAM SPECIALISTS - STUDENT SUPPORT SERVICES

3W

*PERSONNEL ON ASSIGNMENT

Library	1W	
Bilingual Department	1W	
Personnel	1W	(Director on Assignment)
Student Support Services	1W	
Office of Deputy Superintendent/ Curriculum and Competency	1W	(Assistant Headmaster on Assignment)
Audio Visual Department	1W	
Office of Implementation	1W	(Headmaster on Assignment)
TOTAL	10W	

*Not included in any previous totals.

OFFICES OF THE COMMUNITY SUPERINTENDENTS

Community District One

1	Community Superintendent	W(A)
1	Administrative Assistant	W(A)
1	Guidance Counselor	O(A)

Community District Two

1	Community Superintendent	W
1	Administrative Assistant	W(A)

Community District Three

1	Community Superintendent	W(A)
1	Administrative Assistant	W(A)

Community District Four

1	Community Superintendent	B(A)
1	Administrative Assistant	B

Community District Five

1	Community Superintendent	B
1	Administrative Assistant	B
1	Administrative Assistant for 636 Projects	B(A)

Community District Six

1	Community Superitendent	W
1	Administrative Assistant	W

Community District Seven

1	Community Superintendent	W
1	Administrative Assistant	W

Community District Eight

1	Community Superintendent	W
1	Administrative Assistant	W

Community District Nine

1	Community Superintendent	B
2	Administrative Assistants	1W (A); 1B (A)
1	Coordinator	B (A)

TOTAL NUMBER OF PERMANENT AND ACTING ADMINISTRATORS

OFFICES OF THE COMMUNITY SUPERINTENDENTS

	PERMANENT			ACTING			VACANCIES	TOTAL
	B	W	O	B	W	O		
Community Superintendents	2	4	0	1	2	0		9
Administrative Assistants	2	3	0	2	4	0		11
Guidance Counselors	0	0	0	0	0	1		1
Coordinators	0	0	0	1	0	0		1
TOTALS	4	7	0	4	6	1		22

OFFICES OF THE COMMUNITY SUPERINTENDENTS

School Psychologists and Pupil Adjustment Counselors*

	Permanent			Acting			Total		
	B	W	O	B	W	O	B	W	O
School Psychologists	8	31	1	0	0	3	8	31	4
Pupil Adjustment Counselors	0	15	0	1	2	2	1	17	2

Personnel on Assignment*

District One	2 1W; 1B(1 Liaison teacher - funded; 1 Middl School Coordinator- funded)
District Two	3 1W; 2B(1 Liaison teacher - funded; 1 teache 636 funded; 1 Middle School Coordina funded)
District Three	3W (Includes 1 Liaison Teacher - funded; 1 Mid School Coordinator - funded)
District Four	2W (1 Liaison Teacher - funded; 1 Middle Schoo Coordinator - funded)
District Five	7 6W; 1B(includes 1 Liaison Teacher - funded; 4 Teachers - 636 funded; 1 Middle Schc Coordinator - funded)
District Six	2W (1 Liaison Teacher - funded; 1 Teacher - 636 funded)
District Seven	3W (1 Liaison Teacher - funded; 1 Teacher - 636 funded; 1 Middle School Coordinator - funde
District Eight	2W (1 Liaison Teacher - funded; 1 Middle School School Coordinator - funded)
District Nine	5 1W; 3B; 1O(includes 2 Teachers - 636 funded; 1 Middle School Coordinator - fund
TOTAL	29 21W; 7B; 1O

*Not included in any previous totals

ADMINISTRATIVE POSITIONS - HIGH SCHOOLS

HIGH SCHOOLS	HEADMASTER				ASSISTANT HEADMASTER				DEPARTMENT HEAD				GUIDANCE				REGISTRAR				DEVELOPMENT OFFICER				SAFETY/ CLINICAL/ SENIOR CO-ORDINATOR				ADMINISTRATIVE ASSIST.				PROJECT DIRECTOR			
	B	W	O	T	B	W	O	T	B	W	O	T	B	W	O	T	B	W	O	T	B	W	O	T	B	W	O	T	B	W	O	T	B	W	O	T
DISTRICT I																																				
BRIGHTON HIGH	1			1		2A		2A		7A		7A	1 1A	1	1	1A 3		1A		1A	1A			1A												
DISTRICT II																																				
JAMAICA PLAIN HIGH	1			1		1A 1		1A 1	1A	4A		5A	2	1	1	4		1A		1A	1A			1A												
DISTRICT III																																				
WEST ROXBURY HIGH		1		1	1A	1A		2A		7A		7A	1	1 1A		2 1A		1A		1A		1A		1A												
DISTRICT IV																																				
HYDE PARK HIGH		1		1	1A 1			1 2A	2A	4A		6A		3		3		1A		1A		1A		1A												
DISTRICT V																																				
JEREMIAH E. BURKE HIGH	1A			1A	2A			2A	1A	6A		5A	1A	1A		2A		1A		1A		1A		1A												
DORCHESTER HIGH		1		1	1A	1A 1		2A 1	1A	5A		6A	1	1	1	3		1A		1A		1A		1A	1A	1A		2A								
DISTRICT VI																																				
SOUTH BOSTON HIGH		1		1		1A		1A	1A	5A 1•	1A	7A 1•	2	2		4				0		1A		1A		1A		1A								
DISTRICT VII																																				
CHARLESTOWN HIGH		1			1		1A	1A 1	1A	3A	1A	5A	1A	2	1A 1	2A 3		1A		1A		1A		1A												
DISTRICT VIII																																				
ST BOSTON HIGH		1		1		1A		1A	1A	5A		6A	1	3		4		1A		1A		1A		1A					1A			1A				

ADMINISTRATIVE POSITIONS - HIGH SCHOOLS

HIGH SCHOOLS	HEADMASTER				ASSISTANT HEADMASTER				DEPARTMENT HEAD				GUIDANCE				REGISTRAR				DEVELOPMENT OFFICER				SAFETY/ CLINICAL/ SENIOR CO-ORDINATOR				ADMINISTRATIVE ASSIST.				PROJECT DIRECTOR						
	B	W	O	T	B	W	O	T	B	W	O	T	B	W	O	T	B	W	O	T	B	W	O	T	B	W	O	T	B	W	O	T	B	W	O	T			
DISTRICT IX																																							
BOSTON BUSINESS		1		1		1A		1A	1A			1A				0				0																			
BOSTON HIGH	1			1				0	1A	4 1A		2A* 4**				0				0																			
BOSTON LATIN SCHOOL		1		1	1A	1A 1		2A 1	1A	8A		9A	2A	4		2A 4		1A		1A			1A	1A															
BOSTON LATIN ACADEMY		1A		1A	1A	1A		2A	1A	5A		6A	1	1 1A		1A 2		1A		1A																			
BOSTON TECHNICAL HIGH		1		1	1A	1A		2A	1A	3A	1A	5A	2	1A		1A 2		1A		1A		1A		1A															
COPLEY SQUARE HIGH	1A			1A		1		1	1A	2A	1A	4A		1		1				0																			
ENGLISH HIGH		1A		1A	1A	1A		2A	2A	6A		8A	2	3		5		1A		1A	1A	1A		2A	1A			1A						1A		1A			
MADISON PARK HIGH		1		1	1	2		3	2A	7A		9A	2	4	1	7		1A		1A		1A		1A	1A	1A		2A	1A			1A							
MARIO UMANA TECHNICAL HIGH	1			1	1A	1		1A 1	2A	3A		5A		2		2		1A		1A																			
TOTALS																																							
Permanent	4	10	0	14	2	8	0	10	0	5	0	5	15	29	5	49	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
Acting	2	2	0	4	10	13	1	24	20	79	4	103	5	4	1	10	0	14	0	14	3	10	1	14	3	3	0	6	2	0	0	2	0	1	0	1			
GRAND TOTALS	6	12	0	18	12	21	1	34	20	84	4	108	20	33	6	59	0	14	0	14	3	10	1	14	3	3	0	6	2	0	0	2	0	1	0	1			
*Job Supervisor (SRHS)																																							
**Job Supervisor (Boston High)																																							

ADMINISTRATIVE POSITIONS - MIDDLE SCHOOL

MIDDLE SCHOOLS	PRINCIPAL				ASSISTANT PRINCIPAL			
	B	W	O	T	B	W	O	T
DISTRICT I								
Edison		1		1		1		1
Taft			1	1		1		1
DISTRICT II								
Curley, Mary E.	1A			1A	1A	1		2 (1A)
Lewis	1			1		1		1
Roosevelt		1		1		1		1
DISTRICT III								
Irving		1		1		2		2
Lewenberg	1			1		1		1
Shaw, R. G.		1		1		1		1
DISTRICT IV								
Rogers, W. B.		1		1		1		1
Thompson F. V.	1			1		1		1
DISTRICT V								
Cleveland, Grover		1		1		3		3
Holmes. O. W.		1		1		1		1
Wilson	1			1	1(A)	1		2 (1A)
DISTRICT VI								
Dearborn		1		1		1		1
Gavin		1		1	1(A)			1(A)
McCormack, John W.	1			1		2		2

ADMINISTRATIVE POSITIONS - MIDDLE SCHOOL

MIDDLE SCHOOLS	PRINCIPAL				ASSISTANT PRINCIPAL			
	B	W	O	T	B	W	O	T
DISTRICT VII								
Edwards	1 (A)			1 (A)		1 (A)		1 (A)
Michaelangelo		1 (A)		1 (A)		1		1
Timilty	1			1	1 (A)			1 (A)
DISTRICT VIII								
Barnes		1		1		2		2
Cheverus		1		1				
DISTRICT IX								
King, Martin L.	1			1		2		2
Mackey, Charles	1			1		1		1
Wheatley, Phyllis	1			1		1		1
TOTALS:								
Permanent	9	11	1	21	0	26	0	26
Acting	2	1	0	3	4	1	0	5
GRAND TOTALS	11	12	1	24	4	27	0	31

ADMINISTRATORS - SPECIAL SCHOOLS AND PROGRAMS

CARTER SCHOOL

1	Teacher-in-Charge	W (A)

McKINLEY SCHOOL

1	Program Director	W (A)
6	Assistant Program Directors	4W (A); 2B (A)

TILESTON SCHOOL

1	Program Advisor	W (A)

ANOTHER COURSE TO COLLEGE

1	Headmaster	W

BOSTON PREP.

1	Project Director	W
1	Development Officer	W (A)

HUBERT H. HUMPHREY OCCUPATIONAL RESOURCE CENTER

1	Director	W
1	Headmaster	B (A)
2	Assistant Headmasters	1W; 1B (A)
1	Registrar	W (A)
1	Senior Administrative Assistant	B
7	Cluster Administrators	6W; 1B (A)
1	Business Agent	W (A)
1	Bilingual Coordinator	B
1	Special Needs Coordinator	W
1	Program Director/Occ. Instr. Design	W (A)
1	Specialist/Occ. Grants Manager	W (A)
1	System Support Specialist	W

LEWENBERG MIDDLE SCHOOL

1	Senior Coordinator	W (A)
1	Clinical Coordinator	W (A)

KING MIDDLE SCHOOL

1	Project Director	W (A)
1	Development Officer	B (A)

BEETHOVEN ELEMENTARY SCHOOL

1	Senior Coordinator	W (A)
1	Clinical Coordinator	B (A)

HARVARD-KENT ELEMENTARY

1	Senior Coordinator	W (A)
1	Clinical Coordinator	W (A)

ELEMENTARY SCHOOL ADMINISTRATORS

DISTRICT I

	PRINCIPALS					ASSISTANT PRINCIPALS				
	B	W	O	TOTAL		B	W	O	TOTAL	
Baldwin	1			1						
Farragut		1		1						
Gardner		1		1				1(A)	1(A)	
Garfield		1		1						
Hamilton		1		1						
Tobin		1		1			1		1	
Winship		1		1						
TOTALS	1	6		7			1	1(A)	2(1A)	

ELEMENTARY SCHOOL ADMINISTRATORS

DISTRICT II

	PRINCIPALS					ASSISTANT PRINCIPALS				
	B	W	O	TOTAL		B	W	O	TOTAL	
Agassiz		1		1			1	1 (A)	2 (1A)	
Ellis	1			1		1 (A)			1 (A)	
Fuller		1		1						
Higginson		1		1						
Kennedy, John F.		1		1						
Longfellow		1		1						
Manning		1		1						
Mendell		1		1						
Parkman	1	0		1						
TOTALS	2	7		9		1 (A)	1	1 (A)	3 (2A)	

ELEMENTARY SCHOOL ADMINISTRATORS

DISTRICT III

	PRINCIPALS					ASSISTANT PRINCIPALS				
	B	W	O	TOTAL		B	W	O	TOTAL	
Bates	1			1						
Beethoven		1		1						
Kilmer		1		1						
Lee		1		1			1		1	
Lyndon		1		1						
Mattahunt		1		1			2		2	
Mozart		1		1						
Philbrick		1		1						
Sumner		1		1			1		1	
TOTALS	1	8		9			4		4	

ELEMENTARY SCHOOL ADMINISTRATORS

DISTRICT IV

	PRINCIPALS					ASSISTANT PRINCIPALS				
	B	W	O	TOTAL		B	W	O	TOTAL	
Channing		1		1						
Chittick		1		1						
Conley		1		1						
Greenwood, E.		1		1						
Grew	1			1						
Hemenway		1		1						
Roosevelt, F.		1		1						
Shaw. P.A.		1		1						
Taylor		1		1			1		1	
TOTALS	1	8		9			1		1	

ELEMENTARY SCHOOL ADMINISTRATORS

DISTRICT V

	PRINCIPALS					ASSISTANT PRINCIPALS				
	B	W	O	TOTAL		B	W	O	TOTAL	
Dickerman		1		1						
Endicott		1		1						
Everett		1		1						
Fifield		1		1						
Greenwood, S.		1		1			1		1	
Holland		1		1			2		2	
Kenny		1		1						
Marshall		1		1			2		2	
Mather		1		1			1		1	
Murphy		1		1			2		2	
O'Hearn		1		1						
Stone	1			1						
TOTALS	1	11		12			8		8	

ELEMENTARY SCHOOL ADMINISTRATORS

DISTRICT VI

	PRINCIPALS					ASSISTANT PRINCIPALS				
	B	W	O	TOTAL		B	W	O	TOTAL	
Clap		1		1						
Condon		1		1			2		2	
Dever		1		1			1		1	
Emerson		1		1						
Mason		1		1						
Perkins		1		1						
Perry		1		1						
Russell		1		1						
Tynan		1		1						
Winthrop		1		1						
TOTALS		10		10			3		3	

ELEMENTARY SCHOOL ADMINISTRATORS

DISTRICT VII

	PRINCIPALS					ASSISTANT PRINCIPALS				
	B	W	O	TOTAL		B	W	O	TOTAL	
Blackstone		1		1			2		2	
Eliot		1(A)		1(A)						
Hurley		1		1						
Harvard-Kent		1		1			1		1	
Quincy		1		1			1		1	
Warren-Prescott		1		1			1		1	
TOTALS		6(1A)		6(1A)			5		5	

ELEMENTARY SCHOOL ADMINISTRATORS

DISTRICT VIII

	PRINCIPALS					ASSISTANT PRINCIPALS				
	B	W	O	TOTAL		B	W	O	TOTAL	
Adams	1			1						
Alighieri		1		1						
Bradley		1		1						
Kennedy, Paul			1(A)	1(A)						
O'Donnell		1		1						
Otis		1		1						
TOTALS	1	4	1(A)	6(1A)		0	0	0	0	

ELEMENTARY SCHOOL ADMINISTRATORS

DISTRICT IX

	PRINCIPALS					ASSISTANT PRINCIPALS				
	B	W	O	TOTAL		B	W	O	TOTAL	
Curley, James M.		1		1						
Guild, Curtis		1		1						
Hale		1		1						
Haley		1		1						
Hennigan	1			1			1(A)		1(A)	
Hernandez, R.			1	1						
Jackson-Mann		1		1			2		2	
McKay	1			1			1		1	
Ohrenberger		1		1			1		1	
Trotter	1			1			1	1(A)	2(1A)	
Mann Unit		1		1						
TOTALS	3	7	1	11			6(1A)	1(A)	7(2A)	

TOTAL NUMBER OF PERMANENT AND ACTING ADMINISTRATORS

SCHOOL FACILITIES

	PERMANENT			ACTING			VACANCIES	TOTAL
	B	W	O	B	W	O		
Headmaster	4	11	0	3	2	0		20
Assistant Headmaster	2	9	0	11	13	1		36
Department Head *	0	5	0	20	79	4		108
Guidance Counselor	15	29	5	5	4	1		59
Registrar	0	0	0	0	15	0		15
Development Officer	0	0	0	4	11	1		16
Safety/Clinical/ Senior Coordinator	1	1	0	4	8	0		14
Senior Administrative/ Administrative Asst.	1	0	0	2	0	0		3
Project/Program Director	0	1	0	0	4	0		5
Principal	19	77	2	2	2	1		103
Assistant Principal	0	54	0	5	2	3		64
Teacher-in-Charge	0	0	0	0	1	0		1
Assistant Program Director	0	0	0	2	4	0		6
Program Advisor	0	0	0	0	1	0		1
Director	0	1	0	0	0	0		1
Cluster Administrator	0	6	0	1	0	0		7
Business Agent	0	0	0	0	1	0		1
Specialist	0	1	0	0	1	0		2
TOTALS	42	195	7	59	148	11		462

*Includes Job Supervisors at Boston High School and South Boston High School.

TOTAL ADMINISTRATORS, SCHOOL PSYCHOLOGISTS, PUPIL ADJUSTMENT COUNSELORS AND PERSONNEL ON ASSIGNMENT

(Includes Vacancies)

Central Administration	(pages 1-7)	220
School Psychologists Pupil Adjustment Counselors Personnel on Assignment (Pages 8 and 11)		105
Community Superintendents' Offices (Pages 9 and 10)		22
School Facilities (Pages 12 to 26)		462
	TOTAL	809

CATEGORY I

TITLE	NUMBER B	W	O	T	PERCENT B%	W%	O%
Headmaster/Principal	28	92	3	123	22.76	74.8	2.44

CATEGORY II

	NUMBER B	W	O	T	PERCENT B%	W%	O%
Central Administration	58	136	14	208	27.88	65.39	6.73
Offices of the Community Superintendents	8	13	1	22	36.36	59.09	4.55
School Facilities	73	251	15	339	21.53	74.05	4.42
TOTAL	139	400	30	569	24.43	70.30	5.27

CATEGORY II - By Title

	NUMBER B	W	O	T	PERCENT B%	W%	O%
Superintendent	0	1	0	1	0	100	0
Deputy Superintendent	2	1	0	3	66.67	33.33	0
Senior Officer	1	2	0	3	33.33	66.67	0
Executive Administrative Assistant	1	3	0	4	25.00	75.00	0
Senior Administrative/Administrative Assistant	10	9	3	22	45.45	40.91	13.64
Media/Special Assistant	1	1	0	2	50.00	50.00	0
Executive Director	1	0	0	1	100	0	0
Director	1	9	0	10	10.00	90.00	0
Senior Advisor	1	8	0	9	11.11	88.89	0
Associate Director	0	2	0	2	0	100	0
Assistant Director	2	10	0	12	16.67	83.33	0
Project/Program Director Senior Project/Program Director	7	17	1	25	28.00	68.00	4.00
Staff Assistant	1	2	0	3	33.33	66.67	0
Coordinator-Safety/clinical/Junior/Senior Coordinator	19	27	2	48	39.58	56.25	4.17

	NUMBER				PERCENT		
TITLE	B	W	O	T	B%	W%	O%
Supervisor	1	1	0	2	50.00	50.00	0
Specialist-Junior/Senior Specialist	3	10	4	17	17.65	58.82	23.5
Officer	5	6	0	11	45.45	54.44	0
Investigative Counselor	1	1	0	2	50.00	50.00	0
Manager	2	5	1	8	25.00	62.50	12.5
Assistant/Associate Manager	2	6	0	8	25.00	75.00	0
Analyst-Junior/Senior Analyst	2	7	2	11	18.18	63.64	18.
Project/Unit Leader	0	7	1	8	0	85.71	14.
Budget/Security Chief	0	2	0	2	0	100	0
Evaluation/Systems Specialist	0	2	0	2	0	100	0
Chief/Senior Engineer	0	3	0	3	0	100	0
Transitional Associate/Assistant	0	3	0	3	0	100	0
General/Assistant General Counsel	1	3	0	4	25.00	75.00	0
Program Advisor	5	11	0	16	31.25	68.75	0
Special Education Monitor	1	1	0	2	50.00	50.00	0
Community Superintendent	3	6	0	9	33.33	66.67	0
Guidance Counselor	20	33	7	60	33.33	55.00	11
Assistant Headmaster	13	22	1	36	44.44	52.78	2
Department Head	20	84	4	108	18.52	77.78	3
Registrar	0	15	0	15	0	100	
Development Officer	4	11	1	16	25.00	68.75	6
Assistant Principal	5	56	3	64	7.81	87.50	4
Teacher-in-Charge	0	1	0	1	0	100	
Assistant Program Director	2	4	0	6	33.33	66.67	
Cluster Administrator	1	6	0	7	14.29	85.71	
Business Agent	0	1	0	1	0	100	
Senior Curriculum Advisor	1	1	0	2	50.00	50.00	5
TOTALS	139	400	30	569	24.43	70.30	5

SPECIAL DESEGREGATION MEASURES

SPECIAL DESEGREGATION BACKUP

The following support documents are included here:

page

(a) analysis of recruitment measures for special desegregation schools 284

sample recruitment materials 291

(b) letter from Mrs. Hattie McKinnis about Burke High 320

(c) update on Dorchester High health careers magnet 322

(d) materials on East Boston High business magnet 323

(e) progress report on strengthening Advanced Work classes 334

(f) discussion of exam school support services 339

(g) "Attrition at the Examination Schools: A Survey of 135 students" 344

(h) text of the questionnaire 363

(i) characteristics of students interviewed 377

(j) responses to selected questions [a full analysis will be included in Report #4] 379

(k) memorandum on Latin School/Latin Academy facility issues (with enrollment projections) 403

Special Desegregation: RECRUITMENT

It is a commonplace of civil rights implementation that strict compliance with legal requirements should be matched with active efforts to achieve the purpose of those requirements.

To support such active efforts, the General Court enacted a program of state assistance to school systems implementing race desegregation, known as "Chapter 636" of 1974. Under this program the Boston Public Schools have received more than $60 million to strengthen educational services and magnet schools since 1974-75, not counting even larger amounts for desegregation transportation reimbursement and for school construction for desegregation.

In other desegregating school systems in Massachusetts, "active efforts" have focused on program development in individual schools and on outreach to prospective parents and students, including those who might otherwise select a non-public school. These efforts are complementary - more than supplementary - to the careful control of assignments and transfers to assure that all legal requirements are met. It is the active efforts which make the assignments work to result in schools which are really desegregated as well as educationally integrated.

Distinctive program development and vigorous recruitment are not limited, it should be noted, to "magnet schools". Districts such as Holyoke, Springfield and Cambridge have involved every elementary school in the process, though of course not every school is able to recruit students system-wide. Simply to enroll a high proportion of the students who live within the geographical attendance area defined for a particular school may require substantial efforts. In Boston, for example, there are "geocodes" in which three or four students attend non-public schools for each student who attends the Boston Public Schools.

The Earlier Monitoring Reports

The Board's First Report (July 1983) found that there was a need to recruit additional minority students to certain Extended Day Kindergarten programs and additional students of all groups to most city-wide vocational programs (volume I, pages 11 & 18). Concern was expressed about school-level efforts to reach the parents of students newly-assigned to "special desegregation" schools, to increase the likelihood that white enrollment would come up to Court-established standards (page 18). The failure of Madison Park and English High Schools to be attractive to students of all racial/ethnic groups was also a matter requiring priority attention (page 12).

The basic conclusion was that "the assignment process was carried out appropriately, but the assignment outcomes are not satisfactory in all cases," leading to a need to "strengthen the attractiveness" of many schools and to "follow up on assignments by energetic outreach".

The Board's Second Report (February 1984) made "vigorous recruitment and program development efforts" a priority "of greatest concern to the State Board of Education" (volume I, page 6).

With respect to Extended Day Kindergarten programs, the Board noted the need, in some cases, for "effective recruitment" as well as "careful attention to assignment limitations" (page 12). A long-term enrollment strategy" was needed for several magnet elementary schools (page 13).

Several high schools enrolled an insufficient proportion of White students; while Burke was progressing toward compliance, Jamaica Plain did not appear to be. Brighton and South Boston had just fallen out of compliance with White enrollment ranges. Special concern was expressed about English High (page 13).

In a review of "White enrollment trends," it was pointed out that many schools lost a high proportion of the white students assigned to them for first grade. Twenty schools were identified which showed "promise of coming into compliance without mandatory reassignments," through "program development, communication with parents, and measures to create a safe and positive learning environment in each school" (page 16).

Follow-up Assistance

In January 1984 Dr. Doreen Wilkinson, administrator of Chapter 636 (state desegregation funding) grants to Boston, informed Boston staff of the "target areas" for more than $5 million in grants for 1984-85.

First of these target areas was efforts to improve school climate at English, Madison Park, Burke, Dorchester and Charlestown high schools; second was recruitment to assure proportional enrollment in vocational programs. The third was recruitment projects to achieve Court-ordered enrollment goals in fifteen schools. Five other target areas addressed other aspects of the Board's Reports.

In making funding decisions, the extent to which these priority areas are addressed will be a major concern. Associate Commissioner Case has stressed to Superintendent Spillane the expectation that the Board's findings will be addressed with Chapter 636 funds.

The Department of Implementation has recently developed a funding proposal for coordination and support of recruitment efforts.

Recruitment Efforts: Central Office

The Department of Implementation undertook a variety of efforts to encourage school-level recruitment activities. These efforts included:

(a) mailing press releases to the local and citywide media;

(b) printing mailing labels for students who live in the geocodes for certain schools but do not attend the Boston Public Schools, so that these schools could send direct mailings to prospective students;

(c) writing directly to parents of 2,082 8th grade students who do not attend the BPS, encouraging them to consider an application to a Boston high school, and explaining the process;

(d) advising school-level administrators on how to increase applications (see attached, March 26th);

(e) reminding the same of the concern, expressed in the Board's Reports to the Court, about recruitment to schools which are not in compliance with Court requirements, enclosing relevant sections of the Report, and making specific recommendations on recruitment (see attached, March 31st);

(f) supplying each elementary principal in districts 1-8 with labels of BPS kindergarten students who live in the geocodes assigned to their schools for first grade (since students may be assigned to one school for kindergarten and another for first grade, and many white kindergarteners do not continue on to public school first grade); and

(g) making special efforts to reach prospective students from Court Street (see attached, April 9th). In support of these efforts a proposal was developed for Chapter 636 funding, with the provision that it not compete with school-based or district-based proposals but be considered for supplemental funding. A copy of this proposal is attached; it constitutes a comprehensive response to issues raised in the Board's Reports. Subject to the availability of funding, the Department of Education will seek to support the proposed activities.

The efforts outlined above constitute a serious effort, by the Department of Implementation, to come to grips with the challenge of student recruitment. The use of press releases and other public information efforts is a continuing practice, but the direct mailings to parents of students not in the public schools, the effort to reach kindergarten students who might not continue on to first grade, and some of the other special efforts made this year deserve commendation.

Recruitment Efforts: Local Schools

Monitors visited each school designated for "special desegregation" measures to inquire about program development and recruitment efforts. this included:

Elementary:

- Ellis
- Emerson
- Lee
- P.A. Shaw

Middle:

- R. G. Shaw
- Tobin (K-8)
- Thompson

High:

- Burke
- Dorchester
- East Boston

In addition other schools about which previous monitoring had raised desegregation-related concerns were visited:

Elementary:

- Chittick
- Kennedy
- Mattahunt
- Hernandez
- Winthrop

High:

- English
- Jamaica Plain

In each case inquiry was made about efforts; a follow-up letter to "special desegregation" schools invited them to provide up-dated recruitment information. Response was as follows:

Ellis	Copies of materials sent to parents, with special emphasis on advanced work classes. Principal reports that she or the parent coordinator called most prospective parents. One letter is attached.
Emerson	Copy of letter sent to prospective parents (attached).
Lee	no response
P.A. Shaw	A variety of materials sent to parents and prospective parents, and a letter describing direct outreach efforts by school staff and parents.
R.G. Shaw Middle	Copy of a letter sent to parents of about sixty students geocoded to the Shaw but attending non-public schools.

Thompson Middle — Copy of a letter sent to parents of students living in the school's geocodes. Principal reports that the guidance counsellor would be visiting elementary schools during May to assist recruitment efforts (note that applications were returned in April, but this effort might still help to hold some assigned students who might otherwise not attend the Thompson in September 1984).

In addition to these materials from "special desegregation" schools, we attach a letter sent by the principal of the Hernandez magnet school to parents who had expressed interest in that school's kindergarten. The Hernandez was identified, in the Board's Reports, as a school which should enroll more white students.

The purpose of attaching so much material is to provide illustrations of the approaches to student recruitment taken by various schools in Boston. In general there seems to be a greater awareness of the importance of outreach efforts. On the other hand, it remains questionable whether a single letter giving general information about a school will have a significant impact.

By contrast, the efforts of three schools could be considered exemplary.

P.S. Shaw elementary school was singled out, in the Board's First Report (July 1983) for the extensive school/parent communication around explicitly educational concerns. Some of this material, which is also used for recruitment, is attached. The general impression given is one of attention to detail, of seeking to draw parents into a cooperative relationship with the school. Not included in these attachments are the reprints of articles on "how to help your child" and other materials sent to parents. It would be evident to any parent that the school is committed to helping each child to learn; this is of course a commitment of other schools as well, but rarely so well communicated.

Dorchester High School developed a variety of new program emphases and reached out aggressively through recruitment visits to public and non-public intermediate schools. Individualized letters were then sent to each student expressing an interest in a particular program, stressing that interest. In addition, letters were sent to parents of 1,300 8th graders attending non-public schools, using labels provided by the Department of Implementation.

Results, as indicated by student preferences, have been modest (for example, an increase from 5 to 9 in the number of white students giving the Dorchester vocational programs as their first choice), but there are some signs (for example, 41 second choices by white students) that these efforts will result in more white students actually attending Dorchester in September.

English High School restructured its organization, with a ninth grade cluster and three program emphases (apart from bilingual and special education) for grades 10-12. Material was mailed to parents of students attending non-public schools, giving a clear impression that the school practices selective admission (see attached). While in fact the Court has not authorized such a modification of the assignment process, there may be a distinct advantage in creating the impression that English is an elite school!

Results have been modest, but encouraging. The number of white students who gave English as first choice for ninth grade increased from 22 in 1983 to 53 in 1984. Ten white students gave the performing arts program as their first choice (compared with two who listed the Music Program at Madison Park). Ten others listed the "Fenway Program." Interestingly, the number of first preferences for the "traditional program" was also higher, at 34, than the 22 White first preferences for English High in 1983.

The number of white applicants to English from middle schools in District VIII rose from one to seven, and those from middle schools in District I from two to 11. Three "new to Boston" students (perhaps from non-public schools?) gave English as their first preference.

Despite this progress, it will be essential to follow through successfully on the promise of new programs, improved school climate, and successful education. The Board has recently given a small discretionary grant to move the program development at English ahead, and the next few months will be critical. After all, the "International Program" at Copley High was the "star attraction" for prospective ninth graders in 1983, but its first preferences dropped from 175 to 115 for Black students and from 86 to 64 for White students for 1984. Boston students and their parents are sophisticated educational consumers.

Summary

There is a good deal of new "recruitment" activity in Boston, both from the Department of Implementation and from schools designated for "special desegregation" measures. Mr. Coakley has developed a proposal for Chapter 636 funding which would, for the first time, give central coordination and support to recruitment and thus to the "active efforts" so necessary to the desegregation plan.

Efforts at the school level range from sending a general letter of information, perhaps including an open house or an invitation to visit the school, to the sophisticated efforts to communicate an educational commitment and direction which we found in the case of the Shaw elementary and Dorchester and English High Schools.

It cannot be stressed too strongly that such successful communication efforts rely upon having something to communicate about, that they must reflect a year-round effort to be responsive to educational needs and to parent concerns. Again and again we were told that "word of mouth" was the best recruiter, that satisfied parents could best convince other parents. In this sense, "recruitment" must begin the first week of school, and include many outreach and communication efforts which show no immediate results.

Further analysis will be based upon the number of assigned students who actually enroll in September, and upon a comparison of such figures for 1983 and for 1984.

Recruitment-related Materials

1. from the Department of Implementation
2. from "special desegregation" schools
3. exemplary materials relating program development and recruitment, from:
    - P. A. Shaw elementary school
    - Dorchester High School
    - English High School

THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

BOSTON PUBLIC SCHOOLS
DEPARTMENT OF IMPLEMENTATION
John R. Coakley, Senior Officer

March 26, 1984

MEMORANDUM

TO: Principals, Headmasters, Program Heads

FROM: John R. Coakley John R Coakley

SUBJECT: Public Information

At this time of the year--and again in late August--we in the Department of Implementation send press releases ad nauseam to local and citywide media, and we send informational packets to many agencies in an effort to attract students to the Boston Public Schools. You should give serious consideration--and many of you do-- to issuing your own individualized notices to local papers and agencies.

If you have any brochures or notices which could be sent to me--preferably in volume--I would see to it that they are visible on the ninth floor when parents visit the Department of Implementation. (Many of you know that we are visited by scores of parents/students on a typical day in the year and by hundreds on those days of our "crunch" periods. In fact, sometimes we have to hand out numbers as though we are operating a Star Market Deli.) If you do not have brochures but do have posters advertising your schools' educational attractiveness do consider sending those to us. We can display them on the 9th or 1st floors of Court Street, and possibly seek out display space at City Hall, the Faneiul Hall area or Downtown Crossing.

You know that there are nearly 30,000 students residing in the city but not attending our schools. Surely, not all of them or their parents are delighted with their present schools (or tuition costs). There also are 4000 or so prospective kindergartners "out there." If you do not seek converts I can assure you that many enrollments--especially at the secondary school level--will decline further. Even at the elementary school level any increases will impact some schools proportionately more than others. Enough of this, however! We can provide you with address lists of non-BPS students who reside in your geocodes.

Kindly remember that a quick way to get back to me (not at me) is to give a message to the D.I. person who makes the daily telephone inquiry about school transportation.

bmj

cc: Robert Spillane
Robert Peterkin, Oliver Lancaster, Catherine Ellison, Community Superintendents

26 COURT STREET BOSTON, MASSACHUSETTS 02108 • 726-6200, EXT. 5500, 726-6555, EXT. 5500 AREA 617

THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

Send to Chas Glenn

March 31,1984

Dear Principal or Headmaster,

I realize that my colleagues and I have been flooding you with memoranda and other materials, and that there is considerable overlap in what we send out to you. However, this is a truly important request. It is a certainty that any Long Range Plan which emerges from the school system will be subject to skeptical and thorough examination by the Parties to the Desegregation Case, the Massachusetts Board of Education and the Federal Court. We will be seeking extremely major changes in the Student Assignment Orders, and almost certainly we will be challenged about so-called Compliance issues in the present orders, e.g., Vocational Education, the Unified Facilities Plan and schools which are outside the range of racial desegregation. The school system is addressing those first two issues and there may be some controversies, especially about the sencond of the first two issues.

This note seeks your assistance in doing everything possible within the strictures of a demanding Cour Order to address seeming cases of non-compliance. On February 1st the State said 35 (although I count 36 in its listing) schools were out of desegregative compliance, but that 20 of the schools showed promise of coming into compliance. The state also expressed concern about some magnet schools' enrollments and those of the cooperative vocational education programs. I strongly urge you and parent councils to do some or all of the following:

1. Recruit public school kindergarteners who are in your geocodes for first grade. I'll supply stickers if you write to me or if you speak to the DI person who makes the daily inquiry about transportation service.

2. Where appropriate, recruit public school fifth-graders and eighth-graders who are in your geoceodes for middle school or high school. Same offer from me.

3. Recruit non-BPS students who live in your geocodes and will be in the appropriate grades. I sent some of you (who were among the 36 schools noted above) such names and address labels, and need to know what you might have done. However, you and others should ask for labels.

4. Use material I have sent to you or develop your own to send home noticesto parents of BPS and non-BPS students, and to notify local papers, agencies and churches.

[illegible] • [illegible] EXT 5500 AREA 617

5. Provideme with a narrative of your recruitment efforts, which efforts should be heavy before April 11th but which can continue up to and beyond Labor Day also. At this time, it is more important that I learn of your aggressive efforts than of the degree of success.

I sense the frustration which many of you feel with what you may consider the rigidity of the Court Orders or the arbitrary natuere of the geocodes. (Why, a few have even been known to be frustrated with the rigidity and arbitrariness of such charming persons as my colleagues and me.) This note asks you to transcend your feelings, and help us prove, once and for all, that we have done all that reasonable women and men can to implement the Court Orders. WE NEED TO DOCUMENT OUR CASE. Please help in that documentation by doing some or all of the recruitment efforts I have suggested and, equally important, advising me in writing of your various efforts. Don't forget, too, to seek the involvement of parents and others in your activities. Thank you very much, and please note that I did not write this on April 1.

Sincerely yours,

John R Coakley

John R. Coakley

THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

Copy to C Glenn

April 9, 1984

MEMORANDUM

TO: Catherine Ellison
John Canty
Lydia Francis

FROM: John R. Coakley

SUBJECT: Continued Registration for 1984-85

I ask Catherine to coordinate a response to these inquiries/suggestions:

1. Publicizing that we will accept late registrants through 4/20 IF they register at Court Street.
2. Do the Supermarket run on 4/13 to 4/15. Give staff who do it on 4/13 one day off and give staff who do it on 4/14 2 days off and give staff who do it on 4/15 2 days off. (A person could do one, some or all 3 dates.)
3. Send material out to schools on 4/9 and 4/10 so that ELEM Schools, at least, can register through June ? th.
4. Study "Coming Events" calendars to see if we can set desks up on key days at key places in the Spring and Summer. Examples: Quincy Market, Downtown Crossing, Dorchester Day Parade, Boston Marathon, Bunker Hill Day, Any parade days I haven't thought of, any ethnic days at Esplanade.
5. Call each school and ask them to provide us with the names of living well-known (or not well-known but obviously successful) men and women who attended given schools of the BPS. Then, write and ask the people to forward us each a bio. and a nostalgic remembrance of the school for use in a June media blitz.

I also want you to know that I will seek Chapter 636 monies for what I term on-going recruitment. I welcome bright ideas and specific budgetary needs (with detail).

bmj

THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

BOSTON PUBLIC SCHOOLS
DEPARTMENT OF IMPLEMENTATION
John R. Coakley, Senior Officer

April 26, 1984

Dr. Charles Glenn
Equal Educational Opportunities
State Department of Education
1585 Hancock Street
Quincy, MA 02169

Dear Charles,

Dr. Spillane has authorized me to make the attached request for Chapter 636 funding for a Student Recruitment Project. I would envision the project operating out of the Department of Implementation with general activity determined by me and day-to-day supervision conducted by either Dr. Ellison or the Director of the External Liaison Unit.

I am not at all certain of the protocol to be followed, and seek some guidance from you. Further, it is not my intent to place this proposal in competition with district-based or school-based projects; rather, it is my understanding you would consider funding such a proposal out of other Chapter 636 funds available to your office.

Your direction on this matter will be appreciated.

Sincerely,

John Coakley

Senior Officer

ab
Enclosure

xc: Office of Superintendent
Catherine Ellison
Lydia Francis
John Canty
Catherine Blount
Martin Hunt

26 COURT STREET, BOSTON, MASSACHUSETTS 02108 • 726-6200, EXT. 5500, 726-6555, EXT. 5500 AREA 617

THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

BOSTON PUBLIC SCHOOLS

April 24, 1984

MEMORANDUM

To: Robert Spillane

From: John Coakley John Coakley

Subject: Request to Seek Chapter 636 Funding for Student Recruitement

The State Board's Report No. 2 on Boston School Desegregation, dated February 1, 1984, among other things deals with Student Assignments and Special Desegregation Measures. Allow me to provide excerpts from the recommendations in each category:

RECOMMENDATIONS - STUDENT ASSIGNMENTS

*1. A strategy should be developed to improve desegregation compliance of twenty schools which show promise of coming into compliance without mandatory reassignments; such a strategy should include program development, communication with parents, and measures to create a safe and positive learning environment in each school.

2. Extended Day Kindergarten programs make a contribution to desegregation in a number of cases; establishment of additional programs and expansion of existing ones should be considered, subject to careful review of equity considerations. In a few cases closer adherence to admission requirements and recruitment of under-represented students are necessary.

3. The implications of rapid enrollment decline in magnet schools should be reviewed.

4. The reasons for non-compliance with the permitted range for White enrollment at Brighton and South Boston high schools should be identified and remedial actions taken. A plan should be developed to move Jamaica Plain and English High Schools toward compliance, with special attention to security improvements.

*5. The non-compliance of most citywide vocational programs with the permitted racial ranges and with the goals for enrollment of male and female students requires coordinated efforts to increase the number of applicants from under-represented groups, with special reliance upon career education, guidance, and communication about what each program offers.

RECOMMENDATIONS - SPECIAL DESEGREGATION MEASURES

*1. An explicit desegregation strategy should be developed for the six special desegregation schools for which no strategy exists, that identifies the necessary program changes, leadership, and resources and other support required to achieve or maintain compliance. If modification of existing assignment requirements would contribute to stable long-term compliance with desegregation requirements, Boston should propose such changes through the modification process.

*2. School-level recruitment efforts should become a priority for staff of special desegregation schools, and appropriate resources should be made available to support such efforts. Recruitment should be directed particularly to students in transitional grades, completing kindergarten, fifth grade, and eighth grade, and to their parents.

3. The location of middle school bilingual clusters in District I should be reviewed, and measures taken to reduce the number of disappointed minority students applying to middle school grades at the Tobin K-8 school.

4. Burke High School should consider developing a new magnet program to replace the attenuated Theatre Arts program and so encourage additional White enrollment and compliance with desegregation requirements.

5. The City and School Department should ensure that the renovations to Burke High called for by the special desegregation plan submitted to the Court are undertaken immediately.

6. Plans to phase out two magnet vocational education programs at Dorchester High School should be evaluated for a potentially adverse effect on special desegregation efforts at that school.

7. The curriculum content and administrative structure of the Business Magnet program at East Boston High shoudl be strengthened substantially.

*8. Record-keeping should be improved for the Business Magnet program: information on work-site experience, post-graduate job placements, transfer requests and retention of students in the program is essential to program improvement.

9. The Advanced Work and Academically Talented programs should be restructured to provide effective preparation for students who will be admitted to the examination schools. This will require a distinctive curriculum, selection of staff on the basis of experience and training in this area and effective inservice training.

*10. Selection of students for the Advanced Work and Academically Talented programs should not rely exclusively on achievement tests, with their limited capacity to predict academic success of minority students. Informational materials about these programs should be disseminated more effectively, and in the principal languages spoken by Boston parents.

11. All three examination schools should offer mandatory summer or spring orientation programs that include diagnostic testing to identify and remediate skill deficiencies.

12. All three examination schools should institute a systematic procedure for identifying, referring and following up on the progress of students in need of support services. Such services should be provided during school hours, including academic remediation, training in study habits and counseling. The ratio of counselors to students should be improved, clerical and attendance staff should be provided to permit counselors to concentrate on their primary function of student contact, and there should be less exclusive stress on college-oriented counseling activities.

*13. There should be clear responsibility for identifying and supporting the education of academically talented students, including communication with their families, coordination of curricula of middle school and high school advanced programs, and comprehensive support services for minority students in the examination schools.

I have enumerated these recommendations to suggest that there is a need for a student-recruitment strategy and to offer the view that the Bureau of Equal Educational Opportunity of the Massachusetts Department of Education is willing to fund such an effort. It is important, however, that you not interpret my listing of the recommendations as a blind endorsement of the findings of Report No. 2. In some cases I disagree with the findings and in many cases I question seriously the scope of the recommendations. Nonetheless, I urge you to allow me to seek Chapter 636 funding directly from the Massachusetts Department of Education's Bureau of Equal Educational Opportunity for a Team of Research, Publicity and Recruitment persons to address some of the aforesaid recommendations, particularly those which are starred.

Proposal Thrust

1. To analyze residential patterns, assignment and discharge data, and school/program preferences in order to develop enrollment strategies and to provide helpful data to potential applicants to our schools.
2. To prepare brochures, news releases, flyers, informational packages to be utilized in public information and recruitment endeavors, and to seek to obtain greater use of media services by school personnel.
3. To appear at schools, clubs, public meetings, shopping areas, and radio and television stations to encourage student enrollment in specific schools of the Boston Public Schools.

Staffing Needs and Expenditures

Title	Number	Yearly Salary
1. Data Analyst	1	$22,374
2. Publications Specialist	1	$22,374
3. Information Officer	2	$22,374
4. Clerk Typist	1	$15,550
5. Parent Recruiters	10	$ 8,000
	Personnel Expenditure	$185,046

Materials

1. Printing and Production Costs	$35,000
2. Postage	$20,000
3. Translations	$ 4,000
Materials Expenditure	$49,000
TOTAL EXPENDITURE	$234,046

Please advise me as soon as possible if I may seek out Dr. Glenn of the Massachusetts Department of Education to ascertain his willingness to obtain the necessary approval at his end. Please also know that I can modify the proposal as offered above.

JC:ab

DAVID A. ELLIS SCHOOL

April 6, 1984

Dear Parents:

The Boston Public Schools now have a brighter future than they have had in several years. Our scores are going up, schools are stable, and many of our programs are exceptional. Currently a recruitment drive is underway to encourge you to send your children to us.

To this end, we are asking that you give serious consideration to enrolling your children in the David A. Ellis.

The David A. Ellis School has an illustrious history in this community. It has graduated pupils who went on to become professionals in every field; many of whom returned to the area to live and work.

Those of us who are fortunate enough to be a current part of the Ellis are working very hard to once again make it an attractive beacon, not only to the community, but to the city at large.

Some of our programs are as follows:

1. Extensive homework four nights each week.
2. Chapter I for pupils who need extra academic attention.
3. A computer program.
4. Advanced Work Class.
5. An excellent Kindergarten.
6. A Bilingual program.
7. A well stocked Library.
8. And a 636 Enrichment program, among others.

Please feel free to look us over and/or call at any time. (445-0432).

Very Truly Yours,

Florence A. Hadley

Florence A. Hadley

Principal

RALPH WALDO EMERSON SCHOOL
6 Shirley Street
Roxbury, Massachusetts 02119

TO PARENTS WITH CHILDREN ELIGIBLE TO ATTEND THE EMERSON SCHOOL

Have you considered sending your child to the Boston Public Schools? If you have - then one option open to you is the EMERSON SCHOOL located at 6 Shirley Street, Roxbury.

The EMERSON SCHOOL is a brick building built in 1923 housing 14 traditionally oriented classrooms. It contains a Library, Cafeteria, Resource Room, two (2) Kindergarten Classes and two (2) Chapter I Reading Rooms. It is located in a quiet residential area of Roxbury.

Other items worthy of note concerning the EMERSON SCHOOL are:

1. Our main goal is to provide for the children a safe, happy and successful school enviornment. We have done this.
2. School attendance at the EMERSON is excellent. We had the best attendance for District 6 schools for the school year 1982-1983. During February of 1984 our attendance percentage was 95.6%. Kids like to come to the EMERSON.
3. Scores on the Metropolitan ReadingTest were excellent.
4. Scores on the Metropolitan Math Test were excellent.
5. Computer Education is now available to all students.
6. There are no tuition or book charges to attend the EMERSON SCHOOL.

TO REGISTER YOUR CHILD - GO TO THE AREA 6 OFFICE

Campbell Resource Center
1216 Dorchester Avenue
Dorchester, Massachusetts 02125
Telephone #282-3440

OR YOU MAY GO TO THE MAIN OFFICE OF THE SCHOOL DEPARTMENT AT 26 Court Street. YOU MUST PRESENT TWO PRE-PRINTED PROOFS OF ADDRESS(i.e. Utility Bills) and YOUR CHILD'S BIRTH CERTIFICATE.

Joseph J. Prendergast
JOSEPH J. PRENDERGAST - Principal

THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

BOSTON PUBLIC SCHOOLS
PAULINE AGASSIZ SHAW SCHOOL

JOHN J. BRADLEY
Principal

April 11, 1984

To: John Coakley, Senior Officer

From: John J. Bradley, Principal JJB

Subject: BPS Kindergarteners Eligible for Your First Grade

Enclosed find sample of written communication sent to eligible first graders. Continuing notices regarding our school will be sent home.

Teachers telephoned some parents, especially those in the Hyde Park area.

I contacted parents in both the Dorchester and Hyde Park areas and expressed the hope that their son or daughter would in fact attend the Shaw School.

The School Parent Council will continue to contact parents in an effort to recruit pupils for the Shaw School.

JJB:fm

429 NORFOLK STREET, DORCHESTER, MASSACHUSETTS 02124 • 436-3145 AREA 617

THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

BOSTON PUBLIC SCHOOLS
PAULINE AGASSIZ SHAW SCHOOL

JOHN J. BRADLEY
Principal

To Parent(s),

Welcome to the Pauline A. Shaw School Our school is located in a residential section of Dorchester, 429 Norfolk Street, Telephone 436-3145.

The organization provides for kindergarten through grade 5 children. Our school also features an extended day/bilingual kindergarten and Chapter 766 services.

The Shaw's educational philosophy concerns itself with the development of a positive self-image in all our children and insuring creative opportunities for each of them to utilize fully their individual talents. We are committed to the Reading/Language, Arts and Mathematics Curriuclum Objectives as approved by the Boston School Committee.

Our school possesses experienced, motivated, and dedicated teachers. All of us have a common objective, namely, to provide meaningful programs based upon the identified needs and desires of your children.

The adjustment to individual needs is the cornerstone of all of our educational planning. Children are encouraged and urged to develop and extend their strengths and remdiate needs.

In addititon to the daily instruction in basic skills development, we provide remedial and enrichment programs. Through additional federal and state funding, we have been able to expand our programs in Chapter I, Reading, Reading and Music through Chapter 636. We have a 636 collaborative with Stonehill College, Easton, Massachusetts in the area of literature and computer usage.

All of the materials used in our programs are both multi-level and multi-cultural in content and are in full compliance with Chapter 622.

The School-Parent Council and the Home and School Association work diligently in cooperation with the staff and administration to develop programs and strive for a continuing upgrading of the physical facilities so as to provide a more comfortable, safe and inspirational setting for your children.

Given such exciting programs, experienced, motivated, caring teachers and administration, cooperating parents, happy and relaxed children, it is any wonder that we feel that the Shaw School is an "Opportunity School".

If you have any questions, kindly call us and we shall be glad to respond to your inquiries.

Sincerely,
John J. Bradley
John J. Bradley, Principal

SCHOOL HOURS 8:30 A.M. - 2:20 P.M.

429 NORFOLK STREET, DORCHESTER, MASSACHUSETTS 02124 • 436-3145 AREA 617

THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

[illegible]

March 28, 1984

Dear Parent/Guardian,

The Boston Public Schools is holding the annual enrollment effort, called the Student Application Process. We are urging parents of children not attending our schools to sign up for the next school year.

Student Applications are available in all public schools, district offices and School Headquarters at 26 Court Street in Boston. Student Assignment Information Booklets will be available.

The Student Application Process for 1984-85 will take place until April 11, 1984. A student can be enrolled after that period, but the chances of obtaining a magnet or district program are better if applications are made before April 11th.

To enter our kindergarten in the next school year a child must have been born in 1979 (or earlier). To enter our first grade a child must have been born in 1978 (or earlier).

This letter is intended for the parent or guardian who might have a child who is not presently attending the Boston Public Schools but who would be eligible to attend in the next school year. Children already in the Boston Public Schools have received their application forms from their teachers.

For assistance, please call the School Information Center at 726-6555 or call a nearby public school. School phone numbers are listed on page 6 of the blue-pages section of the regular Boston Telephone Directory.

Sincerely,

John J. Bradley

SHAW ELEMENTARY

An Opportunity School: Where children, parents, teachers, and the administration work for a better tomorrow.

Earthlings Go Home!

THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

BOSTON PUBLIC SCHOOLS
ROBERT GOULD SHAW MIDDLE SCHOOL

CORNELIUS J. KEOHANE
Principal

April 20, 1984

Dear

It is once again that time of year when parents and students are considering the choice of schools that the students will attend for the approaching school year. This is an important decision, and it is never an easy one.

I would like to offer for your consideration the District III Boston Public Schools that are located in your neighborhood and in particular the Robert Gould Shaw Middle School located at Mt. Vernon and Centre Street in West Roxbury.

The Robert Gould Shaw offers a disciplined environment where students in Grades 6, 7, and 8 are provided a structured academic program combined with the opportunity to sample career-oriented support subjects.

Every student in every grade takes the academic subjects of English, Reading, Mathematics, Social Studies, and Science. Those students reading at or above grade level may participate in the AIP program (Advanced Individual Potential) which allows them to progress at a faster rate of growth, and in addition, they begin the study of a foreign language in Grade 6. The support subjects of Art, Music, Physical Education, Home Economics, Graphic Arts and Drafting are provided on a rotating basis to all students. There are no study periods at the Shaw.

Building on the success of our Grade 8 Computer Program (15 Apple Computers), we will be expanding next year so that every seventh and eighth grade student will receive classroom instruction and hands-on experience in programming. In addition, Grade 8 students will be able to participate in a newly designed Electronics Laboratory course.

I have very briefly described the educational program at the Robert Gould Shaw Middle School. I urge you to consider our program as you make educational decisions for the 1984-1985 school year. If you have any questions or need additional information, don't hesitate to call the school at 325-2727. If you wish to visit the school, an appointment can be made at your convenience.

I realize the importance of your educational decisions, and I thank you for your consideration of the Shaw Middle School.

Sincerely,

C. J. Keohane
Principal

20 MT. VERNON STREET • WEST ROXBURY, MASSACHUSETTS 02132 • 325-2727 AREA 617

THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

BOSTON PUBLIC SCHOOLS
FRANK V. THOMPSON MIDDLE SCHOOL DISTRICT

GERALD HILL
Principal

April 11, 1984

Dear Parent:

Have you been thinking about the right school assignment for your child?

The Frank V. Thompson Middle School would like you to take a look at the innovative programs we have to offer for the 1984-1985 school year.

These Programs include Academic Cluster Instruction, Frank V. Thompson Chorus, Student Government, after-school sports, computer education, basic skills instruction and career awareness.

We invite you to contact our Guidance Counselor at 825-0475 to arrange a visit to our school.

Hope to hear from you soon!

Sincerely yours,

Gerald Hill

Gerald Hill
Principal

GH:dmc

100 MAXWELL STREET, DORCHESTER, MASSACHUSETTS 02124 • 282-4040 AREA 617

THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

BOSTON PUBLIC SCHOOLS
RAFAEL HERNANDEZ BILINGUAL SCHOOL

March 22, 1984

Dear Parent/Guardian:

The Boston Public Schools will be holding the annual enrollment effort, called the Student Application Process, somewhat earlier this year. We are urging parents of children not attending our schools to sign up for the next school year.

Student Applications will be available in all public schools, district offices and School Headquarters at 26 Court Street in Boston. Student Assignment Information Booklets will be available.

The Student Application Process for 1983-84 will take place between March 26 and April 11, 1984. A student can be enrolled after that period, but the chances of obtaining a magnet or district program are better if applications are made between March 26th and April 11th.

To enter our kindergarten in the next school year, a child must have been born in 1979 (or earlier). To enter our first grade, a child must have been born in 1978 (or earlier). Monday, April 2, 1984, has been designated as Kindergarten Application Day. There will be no Kindergarten on April 2, so that the Kindergarten teachers can assist in the kindergarten application/registration process at school. You need to bring a birth certificate and two proofs of address in order to register.

This letter is intended for the parent or guardian who might have a child who is not presently attending the Boston Public Schools but who would be eligible to attend in the next school year. Children already in the Boston Public Schools will receive their application forms from their teachers.

For assistance, please call the School Information Center at 726-6555 or call a nearby public school. School phone numbers are listed on page 6 of the blue-pages section of the regular Boston Telephone Directory.

We would appreciate it if you pass this information along to your relatives and friends who have school aged children. They are welcome to visit the Hernandez on Mondays. We would appreciate a phone call if you do plan to visit.

Thank you.

Sincerely,

Margarita Muniz

Margarita M. Muniz
Principal

PAULINE A. SHAW SCHOOL
429 NORFOLK STREET
DORCHESTER, MASSACHUSETTS 02124

SCHOOL PHILOSOPHY

We are committed to the concept of self-contained classrooms emphasizing individualized instruction in developing the basic skills. The staff and administration in all their efforts in the areas of teacher preparation, planning and presentation attempt to provide the type of instruction which will enable pupils entrusted to us to develop their skills in accordance with their personal growth rate.

SCHOOL GOALS AND OBJECTIVES

Develop a positive self image in all our pupils as a means to achieving in school and life.

In development of a positive self image pupils will be assisted to grow in terms of their individual capacities, assisting them in the realization of their strengths and weaknesses, not being overwhelmed with the latter but ever striving to overcome them.

Stress development of reading, mathematical and language skills. To this end all staff members will refrain from embracing consciously or unconsciously a rigid grouping system. Flexibility will be the key in all our grouping practices.

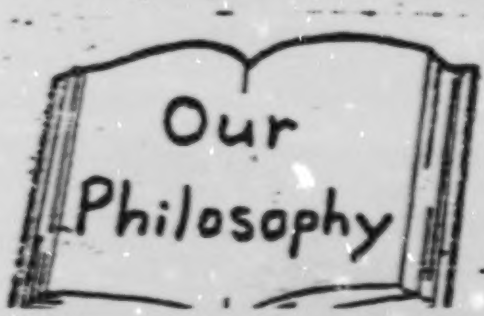
Help pupils build a foundation for independent work habits. Tension and poor attitude toward school will be held to a minimum by continuously evaluating pupils in terms of needs and performance.

Design programs that will provide a purposeful educational experience for our special needs pupils.

Generate in our pupils a realization of the differences in cultures and an understanding and appreciation of the contributions that each makes to the society in which we all live.

Prepare and submit purposeful 636 proposals.

Continuous upgrading of physical facilities in an effort to provide a comfortable, safe and inspirational setting for our pupils.



PAULINE A. SHAW SCHOOL
429 NORFOLK STREET
DORCHESTER, MASSACHUSETTS 02124

Suggestions For Parents

Interest is very important in learning to read. Your interest and your child's are equally vital. If you want to help him learn to read, show him that you appreciate his progress. In turn your interest will cause him to be interested. He needs your sympathetic understanding and encouragement. He needs to know that you are interested. These are some ways you can show him that your are:

Be a good listener - listen to him read often. Enjoy the story he reads to you, and tell him that you enjoy it.

Don't tell him you want to hear him read. You'd get nervous, too, if you thought some one was listening to how you read instead of to what you were reading.

Do take time to hear him read by sitting down and giving your sincere attention to him for at least fifteen minutes.

Don't interrupt him to converse with someone else while he is reading.

Don't read the newspaper and give an occasional "uh huh" to let him think you are listening, for he knows you are just pretending to listen.

Don't wash the dishes while he tries to read above the clatter.

Always urge him to read as he would talk, for reading is just another way of communicating.

John J. Bradley
Principal

Claire Mc Ardle
Reading Teacher-Coordinator

Reading: Suggestions for Parents

Parents can help their children become successful readers by following the suggestions listed below.

At Home

1. Work toward creating a relaxed atmosphere.
2. Take your child for regular hearing and eye tests since impaired vision or hearing may impede classroom comprehension.
3. Bring your child regularly to the public library and help him/her select books that interest him/her.
4. Keep a few of your child's books in an area where he/she spends much of his/her time.
5. Let your child see you reading magazines, newspapers and books. The example you set will do more than telling him/her to read.
6. Provide a variety of good reading materials.

Techniques

1. Whenever necessary help your child with unfamiliar words. Try to anticipate a difficult work and explain it.
2. Read to your child at bedtime, or consider letting your child read in bed a few minutes after his/her normal bedtime.
3. Tactfully discourage lip movement, head movements and finger pointing.
4. Encourage reading of materials in addition to books, such as road signs, letters, game directions, recipes and advertisements.
5. Much learning takes place at play. Obtain and encourage your child's use of attractive games with educational value i.e. scrabble, spill and spell.
6. Encourage your child and praise him/her often. Show him/her that you are pleased with his/her reading successes, no matter how small they may seem.
7. Try not to compare your child unfavorably with other children. Let him/her compete only with his/her own past performances.
8. Take your child on trips and encourage his/her interest in and awareness of different people, experiences, places and objects.

School

1. Show your interest in your child's school, by visiting and learning about the reading program as well as other important programs.

If you have any questions or concerns, the teachers, the principal are more than willing to discuss your child and his/her progress. The school plays a major role in teaching your child how to read but you as a parent play a strategic role too. Only through a partnership of school and home can your child become a truly effective reader.

John J Bradley

THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

BOSTON PUBLIC SCHOOLS
DORCHESTER HIGH SCHOOL

STANLEY SWARTZ
HEADMASTER

January 10, 1984

Sister Catherine Gilmore
St. Matthew School
29 Stanton St.
Dorchester, Ma. 02124

Dear Sister Catherine:

Dorchester High School is acquiring a new look these days. We are in the middle of a $1.5 million renovation program. We have added new programs, such as Health Careers, ROTC, etc. With the increased emphasis on additional points for graduation, new and tougher standards for promotion, etc., we find that our student body has become a much more academically motivated one. This is not to say that we do not also have a full athletic program for both boys and girls.

Because we feel that we have a lot to offer students, we are interested in visiting the 8th grade classes in the Dorchester area to provide information about our school to students who are in the process of deciding on their high school for next year.

We would like to send a team of two or three adults and two students to visit the 8th grade classes in your school. We will be bringing a slide show, so although we will have our own audio-visual equipment we will need electric outlets. We are thinking in terms of having all the 8th grade students collected in one central location such as an auditorium, cafeteria, or any other large area. However, we are flexible, and if another arrangement such as visits to individual 8th grade homerooms is more to your liking, we can adapt our presentation to that situation. The presentation itself would last approximately 20 minutes, and the team would be available for another 10 to 20 minutes to answer student questions.

We contemplate visiting your school, at your convenience, sometime during the period January 17 to February 17, 1984.

We would like to call you the week of January 17 to set up a visiting time that will be most convenient for you.

Sincerely yours,

STANLEY SWARTZ
Headmaster

Copy of letter mailed

PEACEVALE ROAD • DORCHESTER, MASSACHUSETTS 02124 • 436-2085 AREA 617

Dorchester High School

Recruitment Dates 1/27/84

January 30,1984: Monday

9a.m. St. Matthews School - 21 students

10:15-10:30 . St. Ambrose - 34 students

February 1, 1984: Wednesday

10 a.m. King Jr. Middle

February 6, 1984: Monday

8 a.m. Cleveland - 150 students

February 8, 1984: Wednesday

9:30 Wheatley Middle - 100 students

February 15, 1984 Wednesday

✓ 10:00 Mackey School - 150 students

February 29, 1984 Wednesday

8:45 a.m. Wilson School - 160 students

Feb 27, 1984

ST MARKS 10:15

ST BRENDANS 1:00

Wed Feb 29, 1984

W. WILSON

338

template

Done

DORCHESTER HIGH SCHOOL
PEACEVALE ROAD
DORCHESTER, MA. 02124

March 22, 1984

I am so pleased that you have expressed an interest in . This course has been designed as a vehicle for demonstrating practical applications of leadership and citizenship taught in many other high school courses, and there is no military obligation. It is important to develop self-reliance, responsiveness to constituted authority and the ability to communicate effectively early in life. The objectives outlined above will benefit you and the entire community, regardless of your selected career.

With that in mind, I would like to remind you that at Dorchester High School we have classes for your particular interests. What this means, , is that you can come to Dorchester High School with a small number of other students who share your interests in this field. As a member of this group, you'll be challenged by an intensive curriculum which will give you an ideal preparation to meet your future goals.

Please be sure to check the appropriate box on the assignment form you will be receiving soon. If you have any questions, please feel free to call me at 436-2065.

Very truly yours,

Dorchester, Ma. 02121 Dear Michael: J.R.O.T.C. Michael V.M.

Letter for Health Careers

template

DORCHESTER HIGH SCHOOL
PEACEVALE ROAD
DORCHESTER, MA. 02124

March 22, 1984

I am so pleased that you have expressed an interest in . It is important for young people to plan and set their career goals early. Future job openings are high in the Health Career field and will continue to be high far into the future.

With that in mind, I would like to remind you that at Dorchester High School we have a Health Career cluster. What this means, , is that you can come to Dorchester High School with a small number of other students who share your interest in Health Careers. As a member of this group, you'll be challenged by an intensive curriculum which will give you an ideal preparation to meet your future goals.

Please be sure to check the appropriate box on the assignment form you will be receiving soon. If you have any questions, please feel free to call me at 282-5020.

Very truly yours,

Template

DORCHESTER HIGH SCHOOL
PEACEVALE ROAD
DORCHESTER, MA. 02124

March 26, 1984

I am so pleased that you have expressed an interest in . It is important for young people to plan and set their career goals early. Careers in business sappear to be promising, both now and for the future.

With that in mind, I would like to remind you that at Dorchester High School we have classes for your particular interests. What this means, , is that you can come to Dorchester High School with a small number of other students who share your interests . As a member of this group, you'll work on the latest equipment and be challenged by an intensive curriculum which will give you an ideal preparation to meet your future goals.

Please be sure to check the appropriate box on the assignment form you will be receiving soon. If you have any questions, please feel free to call me at 436-2555.

Very truly yours,

Athletic Recruitment
letter

template

DORCHESTER HIGH SCHOOL
PEACEVALE ROAD
DORCHESTER, MA. 02124

March 26, 1984

I am so pleased that you have expressed an interest in . It is important for young people to plan and set their career goals early. At Dorchester High we have several programs, such as our Business Careers Prep Course, Health Careers Cluster, a Junior ROTC program, etc., which help people prepare well for their future.

With that in mind, I would like to remind you that at Dorchester High School we have classes for your particular interests. What this means, , is that you can come to Dorchester High School with a small number of other students who share your interests . As a member of this group, you'll be challenged by an intensive curriculum which will give you an ideal preparation to meet your future goals. While you do this, you may wish to participate in one or more sports in one of the most athletically active schools in the city. We are very proud of our winning tradition.

Please be sure to check the appropriate box on the assignment form you will be receiving soon. If you have any questions, please feel free to call Mr. Diodato at 282-5020.

Very truly yours,

THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

BOSTON PUBLIC SCHOOLS
DORCHESTER HIGH SCHOOL

EDWARD C. LAMBERT
Headmaster

1300 non-public
8th Graders - labels
provided to DI

MARCH 22, 1984

Dear Parent:

We are pleased to inform you about the progress that Dorchester High School is making in an effort to provide quality public education to the high school students of Dorchester.

We feel that a team effort by parents, students, faculty and administration has given a new impetus to improvement of the educational programs and the climate at Dorchester High School.

Our $1,300,000 renovation of the school plant is well under way. We are very enthusiastic about the magnet Health Careers and Home Improvement Enterprise programs, as well as our new Army Junior R.O.T.C. offering. We also have several new opportunities for the college bound student, including the UMass/Amherst Challenge Program and the UMass/Boston Urban Scholars Program.

We realize that your son/daughter probably has already formulated his/her educational plans for the next school year. However, if you wish to have additional information about our school or any of our programs, feel free to call us at 436-2066, at 436-2555 for information about the Home Improvement Enterprise, or at 282-5020 for the Health Careers Program.

We wish your son/daughter success in whatever educational endeavor he/she may pursue during the next school year.

Sincerely,

Stanley Swartz

STANLEY SWARTZ, Headmaster

WJF:d'a

EXTRACTS FROM A LETTER TO MONITOR CHARLES GLENN

FROM MRS. HATTIE B. MCKINNIS

April 27, 1984

...I have had an interest in the Burke for the past several years. I have seen the school go from bad to worse and then good again. I am still waiting for the better and finally the best because I think that is possible. I will first talk about the change and then what I see that is still a problem as I see it and as it was discussed by some of the parents that I work with.

CHANGE: There was a time when the Burke was so bad that as a parent I would never have sent my child there. The hallways were so crowded that one would have thought that it was the classroom. One could get a natural high just walking past the end of the hallway. There were more students going out the doors between class than in any one classroom. Education was something that was at the bottom of the academic school list and discipline was all that was ever talked about amongst both teachers and administrators. Very little was done for the students. Now or should I say for the past two years (school years) things have changed for the better. It is a pleasure to go to the school these days. One would hardly believe it was the same place. This is not to say that everything is fine.

NEEDS: There needs to be some serious staff development especially in multicultural education. How to deal with different ethnic backgrounds, and it needs to be mandatory.

The School Department's commitment to the Burke is lacking. They have allowed things to happen at the Burke so that it appeared that everything was leading to its eventual closing.

It is strange how a group of people representing different elements of the community came together with the School Department to develop a plan that would help bring about changes not only at the Burke but also Dorchester High.

Most of the proposed plans for Dorchester High began rather quickly, but still the Burke was left behind. Dorchester High is just about set while the Burke remains where it was almost four years ago. Why?

We decided that the Burke should become a Computer Science and Communication Art programs to help not only keep the students that were there but to attract other students mainly white. Neither of these programs has done what they set out to do. The Communication Arts program just didn't seem to materialize.

Of course a small insignificant portion was implemented. As for the computers every school now has them so what makes them special at the Burke unless they can be developed to a greater degree than they are now?

To make matters worse check the student assignment information booklet, page 14, notice how the Department of Implementation mentions the special programs at Dorchester High, but the only mention of the Burke is its location. I'm sure the School Department will have a good excuse as usual but to me it's another way of showing there isn't the commitment to really improve the school.

Now let's take the physical plant. For more than two years the city has been waiting for the school department to say they intend to keep the school open so that repairs could be made. For some reason this was not done until recently, meanwhile Dorchester High's repairs have been marching along. In addition to the lack of concern for the Burke repairs a large portion of the monies that were allocated was used for contractual fees just to say how much the repairs will cost which has resulted in the deletion of some repairs originally asked for. Why?

There is talk of the needed reform being done this summer but they have told us that for the past two summers.

The changing of the headmaster has helped a great deal, but still his hands are tied to a certain degree because he is not given all he requires to make things work in the form of resources, etc.

As I have said before I have worked with that school for several years and I believe it can become the best school in the system if some serious commitment to bring about the changes was seen by the School Department.

The fact that the Burke was placed on the list of some 73 schools to remain open for the next 25 years does not impress me at all if it can not improve academically and the physical plant does not become one that the students take pride in....

UPDATE - Dorchester High School

HEALTH CAREERS MAGNET PROGRAM

From September 1983 to January 1984, the Health Careers students were involved in field trips to eight greater Boston hospitals. In addition the Codman Square Health Center offered a five day program during which small groups of students observed the daily operating procedure. The students also participated and received certificates in the Basic Life Program at the American Red Cross in Boston. We also had several guest speakers ranging from a pediatric nurse specialist from Joslin Clinic to an officer from the Drug Unit of the Boston Police Department.

The Dimock Community Health Center has been on board since January 1984 with a career counselor four days a week from 12 noon to 2:00 p.m. Now for seven weeks an operating room technician instructor will be teaching a course on Operating Room Procedures. The students will then have some on site training at the Dimock Center.

From January 26, 1984 to May 10, 1984 the Health Career students have been on an intership rotation at Carney Hospital. Each Thursday the students were given a thirty minute lecture by various department heads of the hospital. The students were then divided into groups of two and brought to the participating departments. On Friday the students returned to the same department for continued observation. Enclosed is the rotation schedule. Between 15 to 20 students participated in the Carney experience. Evaluations were completed by the hospital department heads, the Health Career students and the teachers involved in the program. The results were favorable and enthusiastic.

Goals for 1984-1985.

Students starting the program next year will participate in a similar exploratory program. Minor changes include two six week rotations at Carney Hospital, separated by a four week period to allow for greater flexibility with the program. The details are being worked out with Dr. Younes and Mrs Virgina Curtin, Nursing Department. The exploratory program will be two days per week, two hours each day. Hopefully the programming will be such that students will not be missing major subjects during this time.

The advanced students (those who have successfully compleled the exploratory program) will be placed one day per week for three hours in a department they are interested in either at Carney Hospital, Faulkner Hospital or Beth Israel Hospital. All of the above mentioned hospitals have been approached and we have firm commitments that our students can be placed.

The students entering the 10th grade will be taking biology I and lab tech/nutrition, and students entering the 11th grade will be taking chemistry and biology II. Therefore the students will be under academic pressure to perform well. A higher degree of clustering will facilitate academic monitoring. The students will be supervised at the clinical sites by the two coordinators and the head of the department. The Dimock Health Center will continue its present role.

Citywide Parents Council
59 Temple Place Boston, Mass. 02111 (617) 426-2450

May 30, 1984

Mr. John Coakley, Senior Officer
Department of Implementation
Boston Public Schools
26 Court Street
Boston, Ma. 02126

Dear John:

A review of the drop-out statistics at the East Boston Business Magnet Program for this year is somewhat depressing. According to our figures, roughly 10% of the students assigned have dropped out of the program this year.

Is there any way that your department can analyze the class of 1984 of the East Boston Business Magnet program from their original assignment in 1980 to present, to determine how many students originally assigned to the program in 1980 graduated from the program in 1984?

Can this drop-out rate be compared to the drop-out rate of all other students assigned to East Boston High School in 1980, who are graduating from the school in 1984?

Not only are we interested in securing these statistics, but Jane Margulis of the Boston Compact, has expressed her desire for a copy of this data, if it can be generated.

Please let me know if this request can be fulfilled, at your earliest convenience. Many thanks.

Sincerely,

Lucille Koch

Lucille Koch
Citywide Parents Council

cc: Judith Taylor
John Poto

A multi-cultural parents organization monitoring quality, desegregated education

THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

BOSTON PUBLIC SCHOOLS
EAST BOSTON HIGH SCHOOL

JOHN A. ROTO
XXXX Headmaster
XXXXXXXX Jane O'Leary
Acting Assistant Headmaster

April 10, 1984

Ms. Judith C. Taylor
The Commonwealth of Massachusetts
  Department of Education
Bureau of Equal Educational Opportunity
1385 Hancock Street
Quincy, MA 02169

Dear Ms. Taylor:

I am in receipt of your letter of March 27, 1984 and a letter dated March 21, 1984 from Ms. Lucille M. Koch of the Citywide Parents Council in which you respectively requested correspondence explaining certain problems which exist in the Business Magnet Program at East Boston High School, as well as its future course in addressing these problems.

We at East Boston High School would first like to express our gratitude to both the State Department and the Citywide Parents Council for the sincere concern expressed for the education and welfare of our students and to assure you that we are committed just as you are to the pursuit of excellence in educating students at East Boston High School. We are working extremely hard to correct some inadequacies that are within our power to correct.

The Business Magnet major courses as approved by the Court are:

1. Legal Secretary
2. Medical Secretary
3. Computerized Bookkeeping (Accounting)
4. Court Stenography

In essence, the program offered in the 1983-84 school year is basically the same as that approved by the Court. This program is listed in our curriculum guide as follows:

1. Legal/Medical Office Clerical
2. Secretarial—Court/Legal-Medical
3. Reprographics
4. Computer-Oriented Accounting

1. The Legal/Medical Office Clerical major was devised to provide an option for those Business Magnet students who did not want to prepare for the secretarial aspect of office work, just as the conventional business program provides a clerical major for students not desiring to take a form of shorthand.

2. The Secretarial--Court/Legal-Medical major was listed as such due to the following reasons:

   a. Preparation for secretarial work has so much in common (whether in a legal, medical or conventional office setting) that the minor differences among the three previously listed as separate majors (namely, Legal Secretary, Medical Secretary, Court Stenography) could be listed in the curriculum outline under one heading which incorporates the three aspects of secretarial work. A student opting for a specific specialization (e.g., Court Stenography as opposed to Legal-Medical) will simply choose from among the choices that course which is suitable to the major. In the example given above (Court Stenography), the student would select Machine Shorthand rather than Gregg Shorthand.

   b. Teacher shortages made it necessary to teach the legal and medical aspects in the same class. A positive by-product of having these students exposed to both the legal and the medical aspects of secretarial work (through courses in Legal/Medical Terminology, Legal/Medical Typewriting and Legal/Medical Office Procedures) is the fact that the student can be prepared to seek employment in either a legal or medical setting. Furthermore, medical secretaries sometimes are called upon to prepare legal documents.

3. With respect to Reprographics as a major course of study, this was not in the original plan submitted to the Court. This was instituted during the time the Magnet Program was receiving Federal funds under the Emergency School Aid Act (ESAA), as it was felt the program needed a selection of major pursuits which would have wider appeal for male students. Due to the fact that funding was discontinued, reprographics was not fully developed as a major. Subsequent thinking and current review of the curriculum reflect strong opinion that the subject as a single, one-semester course would be sufficient as preparation for entry-level jobs (for both Magnet and non-Magnet business students).

4. With regard to Computer-Oriented Accounting, the original idea was to utilize future personal computers to enhance such a program. In the interim, when ESAA funding was available, we opted to purchase and make use of sophisticated calculators to be used until computers could be secured.

Prior to addressing the four points mentioned in your letter of March 27, 1984, it is important to understand that since the development of the Business Magnet Program at East Boston High School, certain factors have come into play that directly impact on the implementation of the program as originally perceived.

In the years since the program was first offered, we have lost 7 staff members in the Business Education Department. In earlier years we were able to retain 5 teachers in the department in order to maximize the effectiveness of the program. Also it must be pointed out that some teachers who were specifically trained to teach the Business Magnet course offerings are no longer employed at East Boston High School for a variety of reasons, including declining enrollment (city-wide) as well as seniority and budget restrictions. Examples of the impact on the Magnet Program are:

1. With regard to the 9th-Grade Cluster, one of the main strong points of that concept was the ability of teachers to have a common meeting period for the purpose of planning, preparation and dealing with problems common to all 9th-grade students as well as individual student problems. Staff reduction eliminated that possibility therefore minimizing the effectiveness of such a program. At the present time, we are exploring new ways which would include some of the advantages of the cluster arrangement, namely, a ninth-grade curriculum common to all.

2. Courses at times have had to be combined (e.g., Stenograph I and Stenograph II) or eliminated on a yearly basis because of the reduction in staff.

3. Any significant changes in the program's course content would require sufficient staffing as well as time for reviewing, exploring, further strengthening and developing the program. The aforementioned factors preclude this.

Relative to the four points mentioned in your letter:

1. Strengthening Administrative Structure of the Program

The current structure has the Business Magnet Program under the direct supervision and direction of the Business Education Department Head who supervises and evaluates all business teachers and makes recommendations for improving methods, procedures, etc.

If "strengthening...structure" means the availability of personnel for the specific purpose of directing and developing the Magnet Program, this would require additional staff as when the program had a separate coordinator.

2. Implementing an Improved Curriculum

We are presently prioritizing the needs of East Boston High School, with the Business Magnet Program being given special consideration. With respect to this, we have involved Salem State College, Fisher Junior College, and the entire faculty and staff of East Boston High School, as well as Dr. Robert Sperber from Boston University. All of this is being done for the purpose of curriculum development and improvement as well as addressing the graduation requirements set forth by the Boston Public School system. Furthermore, Mr. James Caradonio, Director of H.E.O.R.C., is aware of this development.

During the course of this school year, the Department Head has submitted a proposal for the acquisition of 20 Apple computers which would be used exclusively by teachers in the Business Education Department for computer-assisted instruction. Currently, both Word-Processing and Accounting 2 classes are receiving instruction in computer use. In the event the proposal is approved, Business Magnet students, as well as other business students, will greatly benefit therefrom.

3. Preparation of Staff in All Relevant Curriculum Areas

All business teachers, along with other professional staff at East Boston High School, have received an orientation in the use of computers. This was done on four occasions with the assistance of Dr. Alice Stadhaus from Salem State College. In addition, a number of the business staff are in the process of either self-training or receiving formal instruction in the use of computers.

The present teaching staff in the Business Department has stabilized somewhat within the last two years; accordingly, the teachers have become familiar with and developed some expertise within the Magnet offerings.

If there is any assistance the State Department could offer, it would help to identify areas where solutions to some problems may be given.

4. Record-Keeping System for Retention, Transfer Requests, Work-Site Experience and Placement of Graduates

a. Retention of students

The weekly DP listing indicates the total number of students in school, including Business Magnet students. A specific Business Magnet list, by student's name, must be provided by the Department of Implementation.

b. Transfer requests

The Department of Implementation provides the school with transfer requests both into and out of East Boston High School as they arise. One counselor has been identified as a Business Magnet guidance counselor who will be responsible for keeping records on student transfers as well as those who leave school altogether.

c. Work-site experience

Previously, a job-placement director was identified in the Business Magnet area who was directly involved with seeking jobs, as well as placement and followup of students. Lack of ESAA funds (1/2 salary of placement director) eliminated this position. Presently, the Development Officer and guidance personnel are responsible for coordinating this effort. Present plans include a more comprehensive followup on job placement which would include learning of student strengths and weaknesses on the job as reported by the employer in order that teachers may make an effort to correct the weaknesses.

d. Placement of graduates

In addition to a centralized system of recording the placement of graduates throughout the Boston Public School System, East Boston High School guidance personnel (specifically the Business Magnet counselor) will have available a list of names of those graduates either placed on jobs or who have indicated a plan to enroll in post-high school institutions of learning.

I trust the foregoing addresses all of the points and concerns raised in your letter of March 27. Your interest and concern are deeply appreciated. May I reiterate that we welcome any suggestions and/or assistance which would promote the growth of the Business Magnet Program. It is our sincere hope that through the cooperative spirit and combined efforts of all concerned parties, we may proudly share in the merits of a good program which was well conceived.

I shall look forward to hearing from you soon for the purpose of scheduling a meeting as you suggested.

Sincerely,

John A. Poto

John A. Poto
Headmaster

JAP/af

Copy: R. Spillane, Supt. of Schools
R. Peterkin
O. Lancaster
M. Monterio
P. Ingemeri
J. Caradonio
J. Coakley
C. Glenn
L. Koch
K. Barat
A. Fisher

Attachment

THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

BOSTON PUBLIC SCHOOLS
EAST BOSTON HIGH SCHOOL

JOHN A. POTO
Headmaster

May 1, 1984

Dr. Robert Sperber
147 Bay State Road
Boston, MA 02215

Dear Dr. Sperber:

I am writing with further regards to our earlier conversation relative to the availability of funds to assist East Boston High School with its curriculum revision.

At this point I would like to mention that East Boston High has been identified as qualifying for Chapter 636 assistance since some of these funds may be used to rectify weaknesses indicated in a report by the Department of Education's Bureau of Equal Educational Opportunity after that body monitored our Business Magnet Program.

Some of the things we hope to target for attention if and when adequate funds become available are:

1. A supportive element, especially for students who come from outside the East Boston community (first-year students).
2. More intensive job-placement for Business Magnet students (perhaps combined with recruiting more students into the program).
3. Some formal articulation with a college or university to assist East Boston High School in its efforts toward making the Business Magnet a truly magnetic and dynamic program.

Although all three areas are important, our most immediate concern is #3 above. In direct relationship to our need for some outside assistance, following are some of the more outstanding areas of concern with which a college or university could assist us:

1. Review of Major Course Content

   Since the curriculum revision currently under consideration would schedule all 9th and 10th-grade students in a program which would meet the basic graduation requirements, our main concern would be with the Business/Business Magnet major course pursuits which would be taken in the 11th and 12th years.

1. Review of Major Course Content (cont.)

The content of major course areas needs to be reviewed and brought up to date to make sure the curriculum provides adequate preparation for either entering today's job market or entering a post-high school educational program.

In addition, the Business/Business Magnet Curriculum needs to compare the content of courses which is similar. While content lines may (and should) cross, too much repetition in separate courses indicates the need for consideration of combining the best elements of the two courses into one.

2. Computer-Assisted Instruction

Computer awareness will be a graduation requirement for all students beginning with the 1984-85 freshman. However, in addition to this requirement, East Boston High School plans to use computers as a tool to enhance the effectiveness of teaching--i.e., computer-assisted instruction. In order to do this, assistance with curriculum planning for computer-assisted instruction is needed as well as more indepth training of teachers in computer use, program selection, curriculum planning, etc.

3. Expanding the Program

Consideration needs to be given toward additional courses which would improve the preparedness of all students either for jobs or further education. Some examples: notehand or some form of shorthand other than Gregg Shorthand with which some students may be more successful; Business English (including correspondence) and Business Math.

The foregoing is merely a brief orientation to the priorities in curriculum development and revision which we would like to address. This all takes time and personnel. We have made a concerted effort to get off to a good start with some of the basics. At this point we must dig deeper into the special major areas of study.

Anything you can do which would facilitate the assistance from a college or university would be deeply appreciated.

Sincerely,

John A. Poto

John A. Poto
Headmaster

JAP/mr

cc: Dr. Spillane, Supt. of Schools
Mr. Ingeneri, Comm. Supt., Dist. 8
Mr. Caradonio, Director, H.H.O.R.C.
✓Ms. Taylor, Dept. of Education
Ms. Fisher, Dept. Head/Business

THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

BOSTON PUBLIC SCHOOLS
EAST BOSTON HIGH SCHOOL

JOHN A. POTO
Headmaster

May 1, 1984

Mr. James Caradonio
Boston Public Schools
H.H.O.R.C.
75 New Dudley Street
Roxbury, MA 02119

Dear Mr. Caradonio:

As you are aware, the East Boston High School Business Magnet Program was monitored last Fall by the Department of Education's Bureau of Equal Educational Opportunity.

While this court-ordered program is operating effectively, the State Department finds a number of areas which are sorely in need of attention in order to make the program the dynamic, magnet offering envisioned at its inception. Since you received a copy of our letter dated April 10, 1984 to Ms. Judith Taylor of the Bureau of Equal Educational Opportunity (as well as other correspondence with regard to this matter), you are aware of the areas of concern.

It has recently come to our attention that money possibly may be available through PL94-482. Such money, if obtained, could be used for additional equipment, course improvement.

We would appreciate any efforts you could extend in helping us to seek such funds for either this school year or next.

Sincerely yours,

John A. Poto

John A. Poto
Headmaster

JAP/pc

cc: Rita Walsh Tomasini, President School Comm.
Joseph Nucci, Member School Comm.
Robert Spillane, Supt. of Schools
Peter Ingeneri, Comm. Supt.
Judith Taylor ✓
Anna Fisher

86 WHITE STREET, EAST BOSTON, MASSACHUSETTS 02128 • 567-2140 AREA 617

Citywide Parents Council
59 Temple Place Boston, Mass. 02111 (617) 426-2450

May 4, 1984

Ms. Judith C. Taylor
Mass. Department of Education
Bureau of Equal Educational
   Opportunity
1385 Hancock Street
Quincy, Ma. 02169

Dear Judith:

Pursuant to our telephone conversation this week, please find below my plan for the continued monitoring of the East Boston Business Magnet.

To date, we have received the Headmaster's response to our written inquiries concerning the current status of the program and plans for further development. We also have reviewed the drop-out statistics for the program and plan to develop an inquiry survey to ascertain why students have left the program. The District 8 field staff specialist, Kathi Barat, is attempting to identify parents of students in the business magnet who would be willing to meet and discuss their concerns and views of the business magnet program. Both Kathi and I will be visiting the school in late May to talk with Mr. Poto and Ms. Fischer about the program, its problems, its needs, and their plans for improvement next year.

Finally, I intend to write to Dr. Robert Peterkin, Mr. Peter Ingeneri, and Mr. Roger Beattie to ask them to clearly define who has administrative, budgetary, and evaluative responsibility for the program and its staff. I will suggest that these responsibilities for the program be clearly defined by the close of this school year.

Any information gained through our activities during the next two months will, of course, be shared with you.

Thanks again for your valuable support and counsel in this effort.

Sincerely,

Lucille Koch

Lucille Koch
Monitoring Department

LK:rs

A multi-cultural parents organization monitoring quality, desegregated education

The Commonwealth of Massachusetts
Department of Education

1385 Hancock Street, Quincy, Massachusetts 02169

May 17, 1984

Dr. Robert R. Spillane
Superintendent of Schools
Boston Public Schools
26 Court Street
Boston, MA 02108

Dear Dr. Spillane:

This is to inform you that review team reports of the district proposals and central office proposal components that are not consistent with the major criteria for FY'85 funding are being forwarded to the 636 office for redrafting. One exception to this process as noted in my letter of May 4, is Objective 1D of the Boston Central proposal. The review team has suggested to the 636 office that a recruitment project, as outlined by John Coakley to Charles Glenn, might be more appropriately funded by 636 than the staff development project. If you wish to pursue this option, the recruitment project should be developed consistent with guidelines and submitted on the appropriate 636 forms.

Other examples of appropriate projects would be support of the East Boston Business Magnet and/or student leadership projects that focus on school climate issues. As you know, all projects should address the findings of the monitoring reports.

Sincerely,

Doreen H. Wilkinson

Doreen H. Wilkinson
Assistant Director

/rg

cc: Jim Case
Charles Glenn ✓

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EXAM SCHOOL PREPARATION

QUESTION: In Report No. 2 it was reported that the Advanced Work Classes/Academically Talented Section, the city-wide program (grades 4,5,6) designed to prepare students for the examination schools, had several major problems in adequately preparing students: (1) an inappropriate student selection process, (2) lack of a specific differentiated curriculum, (3) lack of required training for AWC/ATS staff and a relevant teacher evaluation process, (4) lack of curricular and other ties with the examination schools, and (5) a poorly organized and unsuccessful Spanish bilingual AWC/ATS component. What has Boston done to improve the quality of this program through remediation of the problems cited?

PROCESS: Monitors requested an update on the status of problems cited in Report No. 2 from the Program Director-Academically Talented. Monitors also met with the Program Director regarding plans for change.

FINDINGS:

1. Improved Selection Process:

The Program Director - Academically Talented has proposed a new selection process which utilizes MET test scores (Math and Reading), Curriculum Reference tests, and a teacher's rating scale as admissions criteria (see appendix pp). The proposal also calls for the elimination of the district-wide selection process now in place in favor of citywide selection. This would insure greater consistency in the standards by which students are selected throughout the city. The plan also would create a centralized screening committee to decide on the placement of special students who though recommended may not meet the selection criteria described above. Lastly the plan proposes replacing the district percentage cut-offs (5% of 4, 5, 6 grades per district) with a grade score equivalent cut-off.

2. **Differentiated Curriculum:**

Although some initial steps have been taken to help teachers adapt their curricula for gifted students, a truly differentiated curriculum for AWC/ATS does not exist. To begin to develop this curriculum plans have been devised to:

- contract Irving Sato, President of the National State Leadership Training Institute on Gifted/Talented, to work with 6 AWC/ATS teachers to adopt city-wide curricula for AWC/ATS use.

- to disseminate "The Study of Childrens Literature" a language arts program already successfully operating at the Hennigan School (developed through Lesley College collaboration) for citywide use in AWC/ATS programs.

- provide a list of recommended materials for teachers to use in AWC/ATS classes.

3. **Staff Training and Evaluation:**

Several initiatives have been made to improve teachers training for AWC/ATS teachers:

- inservice sessions have been held for all AWC/ATS teachers to discuss methods of incorporating critical thinking skills into curricula.

- a needs assessment and a materials survey were made of AWC/ATS teachers.

- a monthly newsletter for AWC/ATS teachers was established.

- curriculum development projects have been undertaken.

- specific courses on differentiated curricula in language arts have been offered at Lesley College.

No specific plans have been described for evaluating AWC/ATS teachers in ways different from the evaluation process for other teachers.

4. Curricular and Other Ties with the Exam Schools:

In order to close the gap between exam school expectations and AWC/ATS, preparation an AWC/Latin School Council has been established. To date two meetings of this Council have been held including the participation of some Spanish Bilingual AWC/ATS instructors.

Monitors applaud these initial efforts at linkage and hope that similar efforts will be made with Boston Latin Academy and Boston Technical High.

5. Upgrading Spanish Bilingual AWC/ATS:

a. As mentioned, Spanish Bilingual AWC/ATS teachers have attended the AWC/Latin School Council meetings, as well as the inservice training sessions.

b. A parents informational session was held for AWC Bilingual parents (March 28, 1984) and a welcoming party was held (May 6) for Bilingual students accepted in an exam schools.

c. U. Mass/Boston through the Institute for Learning and Teaching (ILT) is seeking funds to establish a Bilingual Advanced Work Class/Exam School Support Program. This program would provide direct skills instruction and tutorial help for Bilingual students in the exam school or the AWC/ATS.

Although efforts to improve the bilingual component of AWC/ATS are clearly being made, monitors see the need for more coordinated efforts within this component than have been presented so far.

COMMENDATIONS: Boston is clearly responding to the need for improving the AWC/ATS program through the planning efforts of its Director and others.

RECOMMENDATIONS: Boston needs to:

(1) finalize a multiple-criteria selection process, and provide funding and other resources to implement it. This new selection process must be presented to the Federal Court as a modification of existing orders;

(2) continue to pursue the development of a differentiated curriculum for AWC/ATS classes;

(3) continue to provide more required in-service training for AWC/ATS teachers in teaching strategies for gifted or academically able students and teacher evaluation procedures appropriate to the different responsibilities of these teachers;

(4) expand links between the exam schools and AWC/ATS to include Boston Latin Academy and Boston Technical High.

(5) continue to upgrade the Spanish Bilingual AWC/ATS and better coordinate administrative leadership.

THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

BOSTON PUBLIC SCHOOLS
DEPARTMENT OF INSTRUCTIONAL SERVICES
JOANNE M. McMANUS
Program Director — Gifted and Talented

April 27, 1984

MEMORANDUM

To: Franklin Banks, Boston Desegregation Monitor

From: Joanne M. McManus, Program Director - Academically Talented

Re: Federal Court Report #2 - Advanced Work Class Findings

The January 1984 Report to the United States District Court on Boston School Desegregation, Volume #2, cited five areas of concern with regard to the Advanced Work/Academically Talented Programs. Each area of concern is listed below and is accompanied by a written update that expresses Boston's efforts to address the problematic areas noted in the Massachusetts State Board of Education's most recent desegregation monitoring report.

1. **Progress in developing and implementing a new method of identifying and selecting academically able students for AWC/ATS. This new method would be culture-fair and consistent with the state-of-the-art in the identification and selection of gifted students.**

   The Program Director - Academically Talented, has drafted a proposal that offers an alternative method of identifying and selecting students for Boston's Advanced Work Program. This proposal is based on the current research in gifted/talented education and it emphasizes the need for developing a multi-criteria based identification procedure.

   A number of Boston School Department personnel have been asked to react to the proposed changes and many of their recommendations will be incorporated into the document's final draft. A copy of the proposal was also sent to Roselyn Frank, Director of Gifted Education, State Department of Education, for her reaction.

   A final proposal will be presented to the Superintendent for his approval within the next month. I am hopeful that a "new method" of identifying and selecting academically able students will be implemented in time to effect the selection process for the 1985-1986 school year. I am enclosing a copy of the first **DRAFT of the AWC PROPOSAL** for

Student Identification and Selection for Placement into the Advanced Work Class Program.

2. **Progress in developing and consistently implementing a differentiated curriculum appropriate for academically able students.**

   a. A 1984-1985 budget request was submitted by the Department of Curriculum and Instruction that proposed hiring a curriculum consultant who would assist us in creating a differentiated curriculum for the Advanced Work Class Program.

      Irving Sato, President of the National State Leadership Training Institute on Gifted/Talented has agreed to consult with and direct a committee of six Boston teachers of the academically-talented as they develop an interdisciplinary curriculum model for the Advanced Work Class, grades 4-6 Program. This model will be based on Boston's present curriculum objectives, but it will differentiate them to specifically meet the needs of Boston's talented student population. Funding for this consultant, however, has not yet been approved.

   b. The Study of Children's Literature has been designated as the main focus of Advanced Work Class reading programs. A Literature Resource Exchange has been established, based on the Hennigan School model. This exchange enables Advanced Work Class teachers to borrow multiple copies of children's novels to use with their Advanced Work Class students. Complete teaching units accompany each novel. These units have been developed by the Program Director, Academically Talented, and stress the higher level thinking processes. Upon teacher request, demonstration lessons and unit team teaching have also been conducted. The Advanced Work Class teachers have been very responsive to this materials sharing process and children's literature has penetrated into many Advanced Work Class classrooms. Modeling teaching strategies and curriculum approaches that are designed to meet the needs of academically able students has been a most successful method in having teachers understand the meaning of curriculum differentiation.

   c. The Office of Curriculum and Instruction has developed a 1984 Recommended Materials List. This list is designed to guide Boston teachers and administrators as they begin to select and order materials for the 1984-1985 school year. This list of recommended materials includes a section that outlines the most appropriate materials for advanced work instruction. They highlight critical and creative thinking skills and allow for divergent student responses.

3. **Progress in developing and implementing both a training program for AWC/ATS teachers and an appropriate evaluation procedure.**

   a. On November 28, 1983, AN AWC teachers' meeting was held (see attached notifications) with three prime objectives in mind:

      1. To establish a consensus among AWC teachers as to how Advanced Work Instruction should differ from the instruction offered in regular classrooms. Twelve major

points of differentiation were identified. These twelve points were formulated and agreed upon by representatives of nineteen out of twenty-one AWC schools and they have become the foundation from which our AWC Program will grow. These twelve elements of differentiation were sent to all AWC principals in order to establish a common understanding of the goals of our Advanced Work Program.

2. AWC teachers were asked to respond to two surveys: A Needs Assessment Survey, and a Classroom Materials Survey. Teachers training efforts have been geared to the three top-priorities of need voiced by the AWC teacher population. They are:

    a. Need to identify those teaching strategies that are designed to provide optimum learning opportunities for the academically able student.

    b. Need to develop a study skills program that can better prepare our students to become independent learners.

    c. Need to learn how to integrate critical and creative thinking skills into daily instructional practices.

3. On February 15, 1984, all Advanced Work Class teachers were released early from their schools to attend an inservice session that dealt with teaching critical thinking skills. These teachers were trained in how to use the newspaper as a means to promote critical thinking. Teaching materials were provided to each teacher and newspapers were delivered to each AWC classroom for a three-week period.

4. An Advanced Work Monthly Newsletter has been established. This newsletter outlines professional development opportunities in gifted education that Boston's AWC teachers can take part in. Many of our teachers have taken advantage of this training.

    This newsletter also highlights the work of our most successful programs and enables teachers to share ideas!

5. Five AWC teachers received School Department Impact II grants to develop creative curriculum projects for their classrooms. These teachers are presently implementing these programs at the Lee and the Farragut Elementary Schools and at the Timilty and Curley Middle Schools.

6. AWC teachers will be given an opportunity to work on developing a differentiated curriculum program for language arts instruction this summer at Lesley College. Lesley is sponsoring the program that has been designed and will be taught by Boston's Program Director for Academically Talented, Joanne M. McManus.

    All participating AWC teachers will receive three graduate credits in gifted education upon completing the course.

4. **Progress in the creation of curriculum and other links between the examination schools and the AWC/ATS program feeding students into these schools.**

    a. In an effort to open up communication lines betweenBoston's elementary program for academically talented students (grades 4-6) and Boston's secondary programs for academically talented students (grades 7-12), we have established an AWC/ Latin School Council. This council is made up of twenty-two 7th grade Latin School teachers and teacher representatives from the twenty-one Advanced Work Class schools throughout the city.

Our first meeting, which was held on March 22, 1984, proved extremely productive and mutually beneficial. We are planning our second meeting for May 8, 1984. It is our intention to continue these council meetings.

5. **Progress in improvement of the Spanish bilingual AWC/ATS Programs**

*The three bilingual AWC/ATS classes are presently under the supervision of the Principals of the respective schools in collaboration for programmatic concerns with Raffael DeGruttola, the Senior Advisor for Bilingual Education.

I am aware that he is cognizant of the particular problem areas addressed in the State Department's desegregation monitoring report, I have not been involved in his decision making plans for the future of this program. On an informal basis, however, I have made suggestions for programmatic changes.

a. The Hennigan bilingual AWC teachers and Mr. Francisco Ruiz from the Mackey School have attended all of the AWC teacher training sessions. Francisco is also an active member of our AWC/Latin School Council.

b. Zaida Rios, the 4th grade AWC bilingual teacher at the Hennigan School, conducted an AWC bilingual parents' informational session on March 28, 1984. This was part of a total Hennigan School AWC informational meeting arranged for parents of children selected to attend the school's AWC programs in the fall of 1984. Meetings such as this were held at several AWC schools.

    Ms. Rios presented the parents with a written Spanish translation of the general AWC Informational Brochure.

c. The University of Massachusetts has involved me in their efforts to establish a bilingual Advanced Work Class/Exam School Support Program. Francisco Ruiz and the University of Massachusetts, ILT Division, collaborated in designing a structured support mechanism that intends to offer AWC grades 5-6-7 bilingual students direct skills' instruction and tutorial services. This program, however, has not yet been funded.

In summary, I feel that significant progress in each area of concern has been made within a very short period of time.

I am looking forward to continued movement in our efforts to strengthen the Advanced Work Class Programs in the City of Boston.

Encls.

JMM/r

EXAM SCHOOL SUPPORT SERVICES

QUESTION: In Report No. 2, a number of findings were presented relating to the inadequacy of academic and other support services available to Black, Hispanic and other students at one or more of the examination schools. A number of general recommendations were made, as well as recommendations for improvements at specific schools. How has Boston responded to these recommendations and what plans have been made or actions taken to improve the inadequacies cited?

PROCESS: Monitors spoke with the Headmasters of Boston Latin School, Boston Latin Academy and Boston Technical High. Conversations were also held with senior officer for Implementation, John Coakley, Community Superintendent Roger Beattie, Deputy Superintendent of Academic Operations, Oliver Lancaster and the head of the Summer School Program, Fred Gillis. In addition written updates on Summer Orientation programs, and other changes were submitted by Community Superintendent Beattie.

Update on Findings and Recommendations Concerning Support Services in Report No. 2

In Report No. 2, monitors provided information on the kinds of support services offered at each of the examination schools and recommended changes intended to improve those services. The following is a list of general recommendations from Report No. 2 (Vol. II) affecting all examination schools followed by the actions taken to effect change:

Report No. 2 General Recommendation	Actions Planned or Taken
1. Establishment of an "early warning system" to identify students in need of academic and other help.	1. All examination schools have worked to further improve their summer orientations (see pp.....).
2. Establishment of basic support services structure including study skills, academic resource teachers and classes and improved counseling services to keep track of students at risk for academic problems.	2. There is no evidence of this comprehensive structural change yet. Some changes planned in counseling structure at specific schools. (See specific school reports)
3. Establishment of a uniform procedure for exit interviews to determine more precisely why Black, Hispanic,	3. The Department of Implementation processes the transfer of students out of the examination schools, and exit in-

and other students leave the examination schools (and perhaps to encourage them to remain).	terviews are not usually conducted. However, exit interviews are usually held at the students examination school.
4. Establishment of academically appropriate summer school courses, especially in Algebra, English, French, and Spanish, to meet examination school requirements.	4. Exam school teachers submit syllabi and curricula of their courses to summer school staff. Sections of some courses are made up of only exam school students, and are often taught by an exam school teacher. However, this does not differ from past practices, and it remains to be seen if significant numbers of exam school students will pass the summer school course yet fail the exam school make-up test.
5. Establishment of a new promotion policy at Boston Latin School and Boston Latin Academy which does not penalize students by requiring them to repeat courses in which they have succeeded.	5. No change in the promotion policy has been made.

School Responses to Specific Recommendations

The following is a school-by-school update on recommendations from Report No. 2 and other continuing improvements:

Boston Latin Academy

Recommendations	Actions Planned or Taken
1. Reduce the student load for guidance counselors in the lower grades and provide more clerical assistance.	1. The process by which students are assigned to guidance counselors will be revised in June 1984. The guidance department is to be reorganized.
2. Physical Education classes should be instituted immediately to comply with Massachusetts State Law.	2. Some physical education classes are conducted within the constraints posed by a building with no gymnasium, and with limited and seasonal access to outside park facilities.

Continuing or Expanded Programs

1. Shady Hill Summer School
   - 60 7th graders who need to pass two subjects in order to be promoted to the next grade will participate in this 3-week summer program.

2. Tutoring
   - 235 students are served through three tutoring programs: School Volunteers, Project Assist, and faculty-to-student tutoring program commenced in January 1984. The 636 funded student-to-student tutoring program commenced in January 1984.

3. Mass PEP (Pre-Engineering Program) has involved more students since its citywide reorganization and revitalization.

4. A new computerized reporting system on student attendance and tardiness serves as an immediate and first step in an "early warning" system.

Boston Latin School

Recommendations	Actions Planned or Taken
1. Refocus guidance efforts for greater emphasis on support services and school survival skills.	1. A refocusing of counselling services and a reorganization of the guidance department is under discussion. No changes to date.
2. More cooperation between guidance staff and outside agencies offering help.	2. Inservice training through the Commonwealth Inservice Institute has been discussed. Two meetings with Advanced Work Class teachers have provided some insights for those Latin School staff attending.

Continuing or Expanded Program

1. Shady Hill Summer School
   - 7th graders will participate. Minority students who have failed 2 subjects will be given priority.

2. Another reading specialist position has been requested. Currently 143 students are served by a reading specialist - 88 Black and 18 Hispanic.

3. Additional funds from the Permanent Charities Foundation have been requested in order to expand the Boston University Pilot Education Program which works toward improving the self-image of minority students (17 participants).

4. Mass. PEP participation has increased since its citywide reorganization and revitalization.

5. Present tutoring services provided through peer tutoring and School Volunteers for Boston serve 98 students - 47 Black, 8 Hispanic, 4 Asian and 39 White.

6. An after-school tutorial program has been designed for implementation next fall, subject to funding through Chapter 636 or some other source.

Boston Technical High

Recommendations	Actions Planned or Taken
1. Improve language support services for limited English Proficient students.	1. Language support services through an English-as-a-Second-Language instructor are offered, and currently serve 30-45 students in 5 classes. 22 of these students are Asian.
2. Implement the rudiments of academic and other support services.	2. Academic support services are offered through the student-to-student afterschool tutoring program. 50 students have regularly participated since January (25 of whom are Black). They are tutored by 15 paid tutors (5 Black, 5 Asian, 5 White). In addition 30 Asian students are tutored by a regular teacher through the Tufts University Chapter 636 program.

Continuing or Expanded services

1. Through the Human Services Collaborative which will begin in the fall, 3 counselors will be in the building daily. 9th graders will be targeted for these services.

2. A study skills curriculum is being developed.

Commendations:

Boston should be commended for taking some initial steps in planning changes in counselling services and other support services available to examination school students. All of the examination schools should be commended for working to improve their summer orientation programs.

Recommendations:

Boston needs to provide the financial and other resources necessary to actualize some of the planned changes. Boston also needs to:

1. change its promotion policy at
   making students repeat courses
   passed;

2. coordinate summer school requir
   Latin Academy make-up test requ

3. begin conducting uniform and ce
   for Black and Hispanic students
   examination school.

ts promotion policy at the two Latin Schools to avoide
tudents repeat courses they have already successfully

te summer school requirements with Latin School and
ademy make-up test requirements;

nducting uniform and centrally recorded exit interviews
k and Hispanic students attempting to transfer out of an
ion school.

ATTRITION AT THE EXAMINATION SCHOOLS: A SURVEY OF 135 STUDENTS

INTRODUCTION

The Department has been investigating the causes of high attrition rates among Black and Hispanic students at the exam schools as part of its monitoring of the court orders. The monitors' last report was based primarily on interviews with staff of those schools. During this monitoring report the Department focused on the students of the exam schools. The monitors interviewed 135 students, using a 14-page questionnaire prepared for computer coding.

Because the Department's mandate concerned both students who have experienced trouble at the exam schools and minority students who have attended those schools, the students selected for interviews included a high proportion of both groups. The preponderance were minority students (74%): 26% were White, 56% were Black, 8% were Hispanic and 10% were Asian. A good portion (40%) of the 135 students had left an exam school before graduating. Many of them had experienced trouble while at an exam school: 76% had failed one or more classes, and 23% had been suspended. However, those interviewed included honor-roll students and students with exemplary discipline records. All 135 students are currently enrolled in a public school in Boston. We believe these in-depth interviews represent the best data available regarding the causes of high attrition rates among Black and Hispanic students at the exam schools.

The scope of this project was so extensive that it was not possible to analyze all the resulting data in time for this report. Consequently, this report focuses on the data concerning three topics: support services, support from family and friends and school climate. We had hypothesized relationships between high attrition rates and inadequate support services, lack of support from family and friends and an inhospitable school climate. A brief summary of the report's finding is presented immediately below.

1. Support Services

Forty percent of the students who failed a class reported that no one offered to help them. The rate was the same at all three exam schools and for White and for Black and Hispanic students. A somewhat higher percentage of the students now in an exam school (67%) reported offers of help than did students who had left (54%), which may reflect recent improvements in support services at the exam schools.

2. Support from Family and Friends

The students reported a generally high level of support from families and friends for their efforts at the exam schools. There were some differences among the racial/ethnic groups. For example, only 64% of the Black and Hispanic students said their friends thought going to an exam school was a good idea, compared with 77% of the White students. It is important to note that there was no perceptible difference between the responses of the leavers and the students still in an exam school for questions concerning friends' attitudes and parental help with homework.

3. School Climate

a. Students and Race

The students' responses were overwhelmingly positive (71%) when asked how people of differenct races and ethnic backgrounds got along at their schools, and about their own degree of comfort with the racial mix (81% said they were comfortable); these results must be qualified by noting that the students seem to have interpreted these questions as referring only to race relations among students. Again, there was no noticeable difference between the responses of students who left an exam school and those who are still in attendance. Within this generally positive framework, however, both race and the exam school made a difference. A lower percentage of Black and Hispanic students responded favorably than did White students, and Tech and Latin Academy students were, proportionally, more favorable than Latin School students.

b. General School Climate

Despite the students' highly favorable perceptions of race relations, their general attitudes toward their schools were negative; only 23% responded "positive" when asked to rate their schools, 32% were neutral, and 45% responded "negative." Surprisingly, the students who had left an exam school were far more positive than the students who are currently enrolled (the percentage of positive responses was twice as high among leavers as among current attenders). Again, minority students were more negative than White students, and Latin School students gave the highest proportion of negative responses.

This finding, when taken in conjuction with the findings about race, implies that race relations (especially among students) are not the cause of negative feelings about the exam schools. The causes must be sought elsewhere.

c. Relations with School Staff

When asked what they like least about their exam school, students most frequently cited relations with school staff. In fact, it is the only factor examined in this report that provoked widely differing responses from leavers and current enrollees.

Although not one question on the survey instrument directly asked students about their perceptions of staff, 87% of the leavers referred spontaneously to staff with "bad attitudes" and/or teachers with unsound teaching practices, compared with only 35% of the current enrollees. While this finding is not a statistical correlation, it is highly suggestive and must be taken into account by anyone concerned with reducing the dropout rate at the examination schools.

It is also noteworthy that more than half the students from each racial/ethnic group made such references. A much smaller percentage of the students -- 15% -- talked of, spontaneously, racism among school staff. Twice as many minority students as White students, and twice as many dropouts as current enrollees, referred to such racism.

* * * * * * * *

Several policy implications can be drawn from the responses of these students. First is the importance of early, coordinated intervention at times of academic and other problems. Individual students spoke enthusiastically of the effectiveness of school-initiated support, However, the overall impression is that such intervention is isolated and haphazard, at all three exam schools.

Second, this survey does not substantiate the hypothesis that lack of support from family and friends accounts for exam-school attrition, especially among Black and Hispanic students. To be sure, some students related that trouble with family or friends interfered with their ability to perform at school. But in general, students of all races felt supported by family and friends. Leavers and currently enrolled students did not report any appreciable differences in such support.

The students' responses to school climate issues were complex, clearly differentiating between the atmosphere created by relations with other students, and that created by relations with school staff. The students' regard for race relations among students was high.

The climate created by school staff is another matter. Here again the critical students were selective, contrasting "good" and "bad" staff in the same school. The students were also specific and functional in their criticisms, describing in detail the behaviors and attitudes they found discouraging or provocative, and explaining "bad" in terms of failure to perform the functions of teaching, counseling or administering effectively. It is doubtful that support services alone will be able to (or should be asked to) redress these internal problems of the exam schools, or that the high attrition rate will be significantly reduced until the problems are redressed.

The details of the findings in these four areas are presented below. The methodology of the survey is described in the appendix that follows immediately after the findings.

Several factors should be kept in mind when reading the findings. First, the survey presents only the respondents' perceptions of their educational experience, and these perceptions do not necessarily reflect "reality." Second, the students reported their perceptions of past, as well as present, events; some of the situations that provoked student complaints may well have been corrected by this time. Third, the exam schools are really three schools with distinct missions, leadership, teaching staffs and physical plants. Finally, the students we interviewed -- as was explained above -- are not a representative sample of the student bodies of the exam schools, and the general characteristics of this group do not necessarily reflect the general characteristics of all exam school students.

The importance of the findings must be emphasized, however. Student perceptions affect student behavior, and should be taken into account by Boston administrators. Moreover, changes are proceeding slowly at the exam schools. The monitors have attempted to report all recent reforms aimed at improving retention rates, but have had few concrete improvements to report. There is, also, a commonality to the three exam schools that justifies investigation of their students as a group, and variations among students of the different schools have been reported in the findings.

Finally, this was intended from the outset to be a study of students who have experienced trouble at the exam schools, especially minority students. We have therefore concentrated on these students, and believe the findings are valuable for discerning specific problems and corrective actions.

The students we interviewed had high expectations of the exam schools, but many of them have been disappointed. Boston cannot afford to waste the talents of these bright and ambitious students. We hope this report will enable many more students, especially minorities, to benefit from the advantages of these venerable educational institutions.

FINDINGS

1. Support Services

A fundamental goal of support services is to provide assistance to students who are in trouble, trouble that adversely affects their ability to perform in school. In addition, support services should enable a school to intervene and redress problems before they become serious. The survey questioned students about support services in several contexts -- academic failure, serious non-academic problems and disciplinary suspensions; the questions were addressed only to students who had experienced that particular kind on difficulty. In addition, all students were asked questions about summer orientation programs, whose functions should include both remediation and identification of students needing further assistance.

a. Academic failure.

Seventy six percent of the students we surveyed had failed one or more classes in an exam school (remember that this figure cannot be taken to represent the actual failure rate at the exam schools). These 103 students were asked a series of questions intended to probe the exam schools' responses to academic failure.

Forty percent of the students who had failed said no one had offered to help -- a substantial proportion (question 44). These students made comments such as "no help was ever offered; the [teacher] just didn't care (BLA)*," "there just isn't much help to be offered as far as I know (BLS)" and "I failed all my classes -- they went too fast and there was no remedial teacher to help (BLS)." The rate of "no offers" was the same for the three schools, and for Black and Hispanic students compared with White students. Of the small numbers of Asian students -- 6 -- who were asked, 2 said they had been offered help. Those students who are currently in an exam school reported a higher rate of offers (67%) than did leavers (54%), which may simply reflect recent improvements in support services at the exam schools.

The vast majority (81%) of those students who had been offered help said the offers came either from their counselors or the teacher of the class in which they were failing. (question 45) The quality of the "offers" ranged considerably, from mere pep talks to referrals to operating tutorial programs with available slots.

* The initials of the school of the student whose comments are related are enclosed in parentheses immediately after the comments. Boston Latin School is BLS and Boston Latin Academy is BLA; Boston Technical High School is abbreviated Tech.

We asked the other students -- those who had not been offered help -- whether they had sought help on their own (question 46). Seventy eight percent said they had; the percentages were the same for the three schools. Interestingly, the groups that might seem least likely to have sought assistance reported a higher incidence of asking for help. Thus 81% of the leavers, compared with 75% of the students currently attending an exam school, said they sought help on their own. Similarly, 87% of the Black and Hispanic students said they tried to get assistance, while only 65% of the White students said they did. Three of the four Asians questioned said they did request help.

Forty percent of the students who reported seeking help on their own did not turn to their schools, but instead sought assistance from somewhere else (their families, private agencies, etc.) (question 47). For example one student, who has difficulty with the English language (it is not the student's native tongue) turned to the Maryknoll Sisters, who provide tutoring and help with homework 3 to 4 hours a day (BLS). Another "needed help or tutoring in English," but none was available in the student's native language (BLS).

Some students did not seek help at school because they were unsure what to do. One ninth grader, for example, said "I don't even know who my counselor is (Tech)." Most students who sought help outside school went to their families. One felt she could only seek help from her family, and added, "they really don't have enough help at Boston Latin to do any good." Another's parents called and asked the school to provide a tutor, which it did (BLS).

The majority (78%) of all these students -- those who were approached by someone else and those who sought assistance on their own initiative -- said some offer of assistance resulted (question 48). However, one quarter of those offers came from outside the school system (question 48a). The student who needed tutoring in English, for example, talked with his parents, who arranged for a private tutor two hours per day after school.

Three quarters of these students said they accepted the offer of assistance; the reasons given by students who did not accept varied widely. One young woman who was having trouble with algebra did not accept remedial assistance because it was only offered after school, and she was afraid of having to take public transportation late and by herself (BLS). (question 51). Almost half the offers (44%) were for programs or services outside school hours.

Fewer than half these students (47%) said someone checked to see if they were following through on the proffered assistance (question 53). Forty percent of the students said that the assistance did not help (question 56). A number of complaints centered on student tutorial programs, with students objecting to the peer tutoring element. One student said the Latin tutor, a senior, "went too fast. I would have preferred a teacher (BLS)." Other students noted that peer tutoring sessions too easily degenerated into socializing.

Students who did find the assistance valuable were often quite appreciative. One student who described herself as "need[ing] a lot of time to study and do homework as determined by a 766 evaluation" attended an exam school with no special education support, and then had to be hospitalized for seven weeks. She had no trouble making up the coursework because the remedial teacher brought her materials to the hospital and helped her study. This student, when asked what one thing would she change at her school to make it better said, "change the general counselors' attitudes to reflect the attitude of [this teacher]."

We asked students who had been failing but were now doing all right to state in their own words what factor had made the difference. Fully one half attributed it to improved study skills (question 57).

b. Non-academic problems that interfered with ability to do schoolwork.

Thirty-five percent of all the students interviewed said they either were currently experiencing or had in the past experienced serious non-academic problems (question 60). Leavers did not, perhaps surprisingly, report a higher incidence of problems, and a higher proportion of White students (47%) said they had non-academic problems than did Black and Hispanic students (35%). Only one of the 14 Asian students interviewed in the survey reported having serious non-academic problems.

Forty percent of the responses indicated troubled relations with someone at school and thirty percent, family problems (question 61). The pattern did not vary much from one exam school to another, or from one race to another.

When asked whether anyone at school knew about their problem(s), 65% of the students said yes (question 63). While cautioning that the number involved is very small, it is still worth noting that race made a big difference. Eighty-eight percent of the white students said someone at school knew, but only 53% of the Black and Hispanic students answered affirmatively.

Of those students who said someone knew, two thirds indicated that someone offered to help (question 64). Again, the numbers involved are small, but the variations by race and status are large. A much higher proportion of students in an exam school (75%) reported offers than did the leavers (54%), as did Black and Hispanic students (85%) compared with White students (50%).

Clearly a number of students received no help. One student related that there had recently been a death in the family, which resulted in the loss of a number of school days. The student's thoughts kept returning to her family matters, distracting the student from schoolwork. The only help offered was make-up work for the time missed. "Few teachers care about students or their family problems. There should be more guidance counselors so problems like mine can be resolved." (Tech).

Several students specifically recommended that there be psychological counselors "to help students deal with their problems, not just guidance counselors. People there aren't geared to help with emotional or personal problems (BLS)." This student had tried talking to an administrator, "but [the administrator] didn't help at all."

c. Disciplinary suspensions.

Because previous monitoring had suggested a connection between disciplinary trouble and failure to complete an exam school, the survey questioned students who had been suspended about the consequences of suspensions. Thirty percent of the students interviewed said they had been suspended at least once -- again, this figure does not reflect suspension rates at the exam schools.

Of the students who had been suspended, only 43% said someone had tried to help them with their classwork after returning from the suspension(s) (question 87). However, 63% said someone did try to help them avoid getting in the same trouble again.

About one third of the suspended students believed they had not been treated fairly. One young woman, for example, was suspended for fighting. "Some girls jumped me outside of school. I fought to protect myself." She believed the suspension "damaged her good reputation." She said no one tried to help her with her work, or to avoid trouble -- except that the Headmaster warned her about future problems (BLA).

d. Summer orientation

The vast majority -- 89% -- of the students interviewed said they had received an invitation to attend a summer orientation before matriculation at an exam school. However, only 63% of the students who said they were asked to attend did so. A slightly higher percentage (67%) of Latin School students said they attended than did the students of other schools (59% for Tech and 56% for Latin Academy), and a higher proportion of Black and Hispanic students reported attending orientation (64%) than White students (55%) or Asian students (50%). The differences between students currently attending and leavers were also slight: 63% versus 58%.

Most students who did not attend gave as their reason family vacation or other family plans -- "I didn't want to give up two weeks of family vacation" as one student said (BLA). The second most-frequently cited reason was "did not want to give up free time." Some students said, however, that they could not attend because they had summer jobs; one of them added "they should have a program for kids who are having problems at the beginning (BLS)."

The students who did attend were asked to explain in their own words what part was most helpful. Their answers fell into three major clusters. "Preview of what to expect" was most important, followed by "specific course material" and "study skills." Many students made specific recommendations. One at Tech, for example, said the orientation "should be longer, at least 2 1/2 weeks, [so there is time] for academic help, especially algebra." One Latin Academy student appreciated the fact that orientation prepared students for the homework load and other demands of the school, and another liked the study skills. A students from Latin School said the most helpful parts were "study skills, meeting other kids, making friends and the tour of the building." A schoolmate suggested that the orientation should show "what the Latin language is about."

2. Support from Family and Friends

Our interviews with exam school personnel had led us to hypothesize that lack of family and community support might be a major factor associated with poor performance at the exam schools. Consequently, the survey included questions about the attitudes of family and friends, students' responsibilities at home, accommodations for doing homework, and family solicitude regarding homework.

Our findings do not support the hypothesis that lack of family and community support has a significant, adverse impact on student performance. The students we interviewed believed that their families and, to a lesser extent, their friends, supported their efforts at exam school.

It is important to note that this survey could not examine the extent and depth of support. Clearly, parents with graduate educations are in a position to provide better homework assistance than parents with no education. But support can be manifested regardless of educational level, and the issue of whether students felt supported is nevertheless an important one. These students clearly felt supported.

Ninety-four percent of the students interviewed said their families believed going to an exam school was a good idea (question 11). Only eight students reported a negative or mixed reaction from their parents, and some of the negative reactions were surprising. One student reported, for example, that his mother believed he would never be able to conform to all the rules at his exam school and recommended against his going and, she thought, inevitable disappointment.

Seventy percent of the students interviewed said that their friends thought their going to an exam school was a good idea (question 12). The friends thought most highly of Tech (76% of the friends of Tech students approved), while 71% of the Latin School and 66% of the Latin Academy friends approved. The students' race did make some difference. Eighty-six percent of the friends of Asians students approved, seventy-seven percent of the friends of White students approved, but only 64% of the friends of Black and Hispanic students did so. Somewhat surprisingly, the friends of leavers were more approving (75%) than the friends of students currently attending an exam school (66%).

Attending an exam school has not made any difference with their friendships for 72% of the students. Twenty six percent, however, reported that it had made a definite difference. The nature of the difference varied. Some students were hurt by teasing and remarks such as "only professors go there" from their friends. Others were uncertain: "they treat me more like a grownup, smarter: I don't feel like part of the group anymore. We're still friends, but...." Another said, "they down it -- they aren't associates of mine any longer. [They think] this is a school for goodie-two-shoes, as opposed to neighborhood high schools were you're supposed to dance and smoke. Now I just stay in my house." Even though we did not ask, it is clear that some students felt that the difference was worth it.

When asked whether they had time to get their homework done, 80% of the students responded affirmatively (question 16). Their responses are interesting, especially in light of the fact that three quarters of the students interviewed had failed a class. Elsewhere in the interview students registered strong objections to the homework load, and it is surprising that they did not take advantage of this question to do the same. Some students indicated that they were responding hypothetically -- yes, if I chose to do all my homework I believe I would have sufficient time to finish it -- and it is possible that other students were thinking along the same lines. As one student said, "having time to do your homework and doing it are two different things."

Eighty-eight percent of the students said they did have a quiet place to study (question 17), and 63% said their families checked to make sure they did their homework (question 20).

Family support dropped when it came to helping with homework. Tech families provided the lowest proportion of help (50%), and Latin Academy families the highest (61%). The student's race did not seem to make a difference. Fifty-nine percent of the White students said their families helped, 57% of the Asian families and 55% of the Black and Hispanic families. There was no difference between the students in exam schools and those who had left.

The students gave various explanations of why their parents could not help. One, for example, said both parents worked in the evening and, besides, the mother had no schooling; sometimes an older sister helped out.

3. School Climate

a. Students and Race

Students were asked two questions about race relations at the exam schools: "how do you think people of different races get along here" and, "do you feel comfortable with the racial mix at this exam school?" Student responses to both questions were overwhelmingly favorable. Seventy-one percent said people of different races got along well or very well, and 81% said that they were comfortable or very comfortable with the racial mix.

The rate of favorable responses from White and Asian students regarding the racial mix was the same (77% and 79%, respectively), while Black and Hispanic students responded somewhat less favorably (67%). When we asked about the student's own degree of comfort with the racial mix, however, there was a marked difference between White and minority students: 91% of the White students said they were comfortable, but only 79% of the Asians and 78% of the Black and Hispanic students did so.

The exam school attended also made some difference. Latin School students were noticeably less inclined to rate the racial atmosphere highly (60%, as opposed to 76% for Tech and 77% for Latin Academy). The highest proportion of students felt comfortable at Latin Academy (91%), while the proportions at Tech and Latin School were about the same (76% and 73%, respectively).

Leavers and students currently attending an exam school did not exhibit different reactions. Seventy-one percent of both groups thought the races got along well in their exam schools. In fact, an even higher proportion of leavers indicated that they were comfortable (88%) with the racial mix than of current attenders (79%). It seems that race relations, at least as they are qualified in the following paragraph, are not related to students' decisions to leave the exam schools before graduating.

We had intended these questions to pertain to racial relations among all people in the exam schools. However, the students seem to have interpreted them to concern only student-student relations. Some students who elaborated their responses drew on their experiences at other schools, citing student hostility and violence, to rate the exam schools highly. One young woman, who regretted having left her exam school, appreciated the fact that no one ever tried to beat her up. Others spoke of student solidarity. "We couldn't understand the teachers so we helped each other (Tech)."

Several Latin Academy students, including students who rated the racial atmosphere highly, did remark that the lunchroom "is all divided by race." A Black student, who responded "not so well" when asked how the races got along, added "at lunch everybody sits separately by race and you can be kicked out of a table if you are the wrong race -- mainly Blacks ask others to leave."

b. General School Climate

Several questions asked about students' general reaction to the exam schools. One asked them to rate their feelings, from very positive to very negative, on a scale of 5. Two questions asked them to describe their feelings about their exam schools: "what do (or, did) you like best about the school," and "what do (or, did) you like least about the school?"

Most of the students interviewed did not like their exam school. In striking contrast to their responses about race relations, half said their feelings were "very negative" or "negative". Only 23% responded "very positive" or "somewhat positive."

Minority students were more negative. Forty-seven percent of the Blacks and Hispanic students and 71% of the Asian students responded "negative" or "very negative" compared with 40% of the White students; similarly, only 21% of the Black and Hispanic students and 14% of the Asians responded "positive" or "very positive" compared with 40% of the White students.

The particular exam school also made a difference. Tech students gave the lowest proportion of negative responses

(38%), compared with Latin School (50%) and Latin Academy students (46%).

Significantly, leavers were far more positive than students who are currently in an exam school. The proportion of positive responses among leavers (33%) was twice as high as among students in an exam school (16%). The very fact that leavers were not jaundiced about their exam school experience lends credence to their responses and the survey in general. There was some fear that disaffected leavers would bias the results of the entire study -- in fact, the bias, if there is any, goes in the opposite direction.

c. Relations with School Staff

When we asked them to describe the things they didn't like, the most frequently given answer was teacher and staff attitudes. The students were quite selective, usually singling out one or several school adults whose demeanor was described variously as uncaring or impersonal. Students often elaborated by referring to other exam school adults in order to draw contrasts -- "tough but good," "makes you want to work," "cares about students." By and large, these students were trying to describe their conceptions of good teachers and administrators and, secondarily, about the kinds of adults who help during academic or personal crises.

The survey does not contain any questions that ask students to talk about or evaluate school staff. However, it became evident that many students had, on their own initiative, talked about school staff in general and teachers in particular. So many students referred to problems with uncaring teachers that we recoded each questionnaire to indicate whether the student had volunteered a statement to the effect that one or more teachers did not care about or like kids. At the same time, each questionnaire was recoded to indicate whether the student had spontaneously made a statement that one or more teachers exhibited racist behavior.

Fifty-six percent of all the students interviewed were found to have volunteered statements to the effect that one or more of their teachers was uncaring and/or was a poor teacher. The proportion of Black and Hispanic students who volunteered such information was somewhat higher than of White students. The proportion was highest among Tech students (72%) and lowest among Latin Academy students (42%), with Latin School students in the middle (60%).

Most important, this factor provoked a major difference in the responses of leavers and students in exam schools. Fully 87% of the leavers referred, on their own initiative, to such behavior among teachers, while only 35% of the students in an exam school did. No other question -- from academic preparation to race relations -- revealed such a split between students who had dropped out and students who stayed. This is not a statistical correlation, and we cannot infer any causal relationship between "bad teacher attitudes" and dropping out. The finding, however, is highly suggestive and must be taken into account by anyone trying to reduce the rate of minority dropouts at the exam schools.

It is worth looking at the students' own comments about teacher attitudes. Most of them show an instinctive appreciation of good teaching.

> The teachers weren't into class. They told us homework to do and then did something else during classes. They didn't go over the material .
>
> The teachers are terrible. They didn't help anyone, just gave you the work.
>
> They laid off the new teachers who were better -- [the others] are very strict, proper, less personal, just tell you to learn, don't help you.
>
> I couldn't even talk to them.
>
> [The teacher] went too fast -- wouldn't slow down for anyone, wouldn't explain things when asked questions. Aren't teachers supposed to explain things?
>
> [The teacher] just told us to open our books and do work.
>
> The teachers [of the classes student failed] did not explain classwork enough.
>
> The teachers should go a little slower and review materials -- they don't care if you are getting the information or not.
>
> It's too impersonal -- they don't really care about individual kids.
>
> [There should be] younger teachers so you aren't so scared to talk to them and ask for help, and more time after class to ask for it.

Some students also spontaneously referred to racism among one or more school staff, although the percentage was much lower, 15%. However, the proportion was twice as high among Black and Hispanic students than among White students. There was not much variation among the three exam schools but, again, the proportion among leavers was twice as high as among students now in an exam school.

The students who talked about racism among staff were, however, vehement.

> [The teacher] after a city-wide test said you kids are

> dumb and don't belong here and are only here because we had to balance -- some of you are taking up seats from smart kids.
>
> [The teacher] was blatantly prejudiced in his attitude and comments to minority students in the class. [My mother came up to the school to complain] but the school didn't do anything. They just talked to the teacher but he denied the accusation. His attitude stayed the same. They should have questioned the teacher in front of me and asked other students to verify the problem.
>
> Most of the teachers were prejudiced, it showed a lot. You could see the difference between treatment of Black and White kids. [For example] two kids were caught cheating -- the Black kid got suspended and the white girl didn't.
>
> Guidance picked the tutors and most were White -- they did more for [White kids] than for the Blacks.
>
> The teachers are racist. They pick on Black and Chinese kids -- unfair treatment -- and ignore White kids who do something bad.
>
> There's a lot of prejudice in this school -- unfair treatment and suspicious teachers pick on you. My homeroom teacher and I don't get along -- I'm absent a lot -- and the teacher says I've made a lot more paperwork because of my absences.

It is important to stress that minority students do not automatically attribute their problems with school staff to racial prejudice. Even though it was not on the survey, some interviewers asked minority students whether they thought racial prejudice underlay a bad relationship with a staff person, and many students said they didn't think so. Some simply didn't know. One student, a young Black man, who had left a Latin school several years ago, talked a lot about his trouble with a teacher. The teacher "hassled him" and frequently tried to embarass him in front of other students. The student went to the Headmaster, who supported him in a confrontation with the teacher. The teacher "settled down a little, but there was still fire in his eye." "Sometimes," the student continued, "I thought it was a problem of race, but I'm still not sure."

This was the same student who asked "aren't teachers supposed to explain things?" He failed that class -- Latin -- was held back, and eventually left. He gave several reasons. He didn't like being older than most of the kids in his class. There was that teacher with the fire in his eyes. And, he was a serious student and wanted to improve his academic record; the teachers in his new school do explain things and he is doing well.

If there had been better support services when he was attending the exam school he might have persisted. But support services would not have gotten to the root of his problem, and one might question the wisdom of responding to internal institutional problems by merely adding compensating services without addressing internal problems.

Conclusion

The general purpose of this survey was to identify factors that made a crucial difference to students', especially minority students, success or failure in the three examination schools of Boston. Clearly, the presence or absence of systematic, coordinated support services was critical. A near majority (40%) of the students who failed a class said no one from their schools offered to help. The students who did obtain help stressed the importance of a wide range of assistance, from remedial tutoring to emotional support and guidance, to helping them through difficult periods at school.

Various factors precipitated the need for such assistance. Some students reported problems at home that interfered with their schoolwork and that were amenable to school-based help. The responses from most students pointed, however, to a lack of effective coordination between the students' academic preparation and their experiences at the exam schools. The students' descriptions of their own needs for remedial tutoring and improved study skills, for example, show the necessity of both better support services and better coordination of preparatory schooling with the exam schools' method of teaching.

The students' responses indicated an appreciation of the exam schools' benefits -- a demanding curriculum, many fine teachers, excellent preparation for college and comfortable relations among students of various races, among others. The students wanted to take full advantage of these benefits.

The students' responses also revealed the important role played by student-staff relations in the learning process. Although the questionnaire did not ask students to discuss relations with staff, many students did so spontaneously. Only one factor clearly differentiated between exam school leavers and the students still in an exam school: the perception among leavers that one or more important staff were indifferent or hostile to their progress in the exam schools.

Finally, it should be remembered that this report does not address all aspects of the survey. Additional analysis will be presented in the next report.

APPENDIX I: METHODOLOGY

Because this report claims (with qualifications, which are noted in the text) to portray the attitudes of a large group of exam school students toward important issues, it is important to describe how the survey was conducted. The project was ambitious, but it was unavoidably conducted with the Department's usual resources. The project involved eight interviewers, three coders, five data-entry people, one programmer and several writers, all working parttime on this project.

We made mistakes and the analysis is not yet complete. There was not time to code many of the questions (that is, many responses were not analyzed) or to prepare sophisticated analyses. Nevertheless, we believe these preliminary findings will be useful to the Boston Public Schools and their students and parents.

Methodology -- the questionnaire

The survey instrument contained 102 questions. A copy is attached. It was prepared so that the answers could be coded for computer analysis.

The survey has four parts. The first part asks questions about the students -- race, sex, first language, previous schooling and parental education.

The second part contains questions addressed to all the students interviewed, and probed issues such as the adequacy of their previous schooling, their support from friends and family, their use of free time, their transportation and so on. (Questions 1 - 40)

The third part addressed only those students who had had specific kinds of difficulties in the exam schools: failing a class, experiencing serious non-academic problems, being suspended from schools. Students who said they had not experienced these problems did not answer these questions. (Questions 41 - 97)

The last part asked all the students who were interviewed to give us their general impressions of their schools: what they liked, what they disliked, etc. (Questions 98 - 103)

Because students who had left an exam school were interviewed as well as students currently enrolled in an exam school, a modified version of the questionnaire was necessary to reflect the fact that the exam school experience was in the past for the leavers. Lack of space prevented inclusion of copies of both.

From a technical standpoint, the survey contained two types of questions, closed and open-ended. Closed questions require the respondent to choose among predetermined answers ("did you have enough time to finish your homework, yes or no?"). Open-ended questions allow the respondents to frame answers in their own words ("if you didn't have enought time to finish your homework, can you explain why not?") After these interviews were completed, the students' responses were examined for common themes ("had an after-school job," "the homework was too hard"). Each response then was "coded" to fit the set of common answers.

In most questions, the students were asked to choose one response. In these cases, the responses should add up to the number of students questioned. For some questions, the students were permitted to give more than response (as in "What do you like best about this school?"). In these cases, the number of responses will exceed the number of students questioned.

Methodology -- the interviews

The interviews were conducted by Department staff at the student's current school. The Headmasters of the three exam schools and of Dorchester, Copley Square, South Boston, Madison Park and Brighton high schools and the principal of Cleveland Middle school cooperated by notifying students and parents of the interviews and by providing quiet and private places. Each interview was conducted individually, and every student was assured that their responses would remain confidential. The average interview took one half hour.

Methodology - selection of students

The School Department supplied lists of present and former exam school students with codes identifying race, and also with honor roll rosters and lists of students who had been suspended and students who had failed one or more classes.

As a result of the Department's mandate (to investigate the reasons that Black and Hispanic students leave the exam schools before graduating in disproportionate numbers), selection procedures were designed to ensure that a full range of achievement levels was represented among Black, Hispanic and White students. In other words, the students we interviewed did not represent a random sample, in the statistical sense, of exam school students.

It should be noted that the leavers we interviewed -- all of them currently attend other Boston public schools -- are also not representative of all leavers. Many of the leavers originally selected for interviews (chosen from lists provided by the School Department) were no longer in the Boston Public Schools. A few of them had transferred to other school systems; the rest were not on the rosters of the schools they had been assigned to. The leavers we interviewed probably represent the middle portion of the spectrum of exam school leavers. They included neither the lucky ones, the ones whose reason for leaving was family relocation or transfer to a private school, nor the unfortunate ones whose exam school experience was so discouraging that they left school entirely.

Methodology -- presenting the preliminary results

The Department's IBM PCXT and the software, DBASE II, were used to "computerize" the results of the survey, with each student representing one "case." Seventy six questions were coded. The results are presented on an accompanying printout for the questions analyzed in the report. In the case of most questions, the printout gives only the total number of responses (e.g., the number of students who responded "yes" and the number who responded "no" to "do you have enough time to get your homework done each day?"). For some questions, the responses have also been presented by race, exam school and school status (student is in an exam school, or student left an exam school before graduating.

Three categories were used to present responses by race: White students, Black and Hispanic students, and Asian students. The responses of Black and Hispanic students are presented together. The number of Hispanic students we interviewed -- 11 -- was very small, and analyses of such a small number could not be relied on. Moreover, the Department's mandate focuses on the potential disparities between White and minority students at the exam schools. As for the "other" students, all of them are Asians (that is, it turned out that we did not interview any Native Americans). One is Vietnamese, two are Indian and eleven are Chinese. The total number of Asians -- 14 -- is, again, very small. For that reason, we have not attempted to analyze their responses in detail.

QUESTIONNAIRE FOR STUDENTS CURRENTLY ATTENDING AN EXAM SCHOOL

(Remember to assure student of the confidentiality of the interview)

STUDENT CODE #__________ __________

SCHOOL____________________ ___

SEX 1 2

1. Male
2. Female

AGE 1 2 3 4

1. 12 5. 16
2. 13 6. 17 5 6 7 8
3. 14 7. 18
4. 15 8. 19

RACE/ETHNICITY: 1 2 3 4

5 6

1. White 4. Asian
2. Black 5. Native American
3. Hispanic 6. Other ____________________

LANGUAGE SPOKEN AT HOME: 1 2 3 4

1. Spanish 5. Greek 5 6 7 8
2. French 6. Cambodian
3. Chinese 7. Vietnamese
4. English 8. Other______________________

GRADE IN SCHOOL 1 2 3 4

1. 7 4. 10 5 6
2. 8 5. 11
3. 9 6. 12

SCHOOL ATTENDED BEFORE THIS ONE:________________ ___

WAS SCHOOL IN BOSTON?

1. Yes 2. No 1 2

1. Private 2. Public 1 2

ADVANCED WORK CLASS?

1. Yes 2. No 1 2

If yes, school____________________

ACADEMICALLY TALENTED SECTION?

1. Yes 2. No 1 2

If yes, school____________________

PARENTS'/GUARDIANS' EDUCATIONAL BACKGROUND

MOTHER: 1 2 3 4
1. SOME GRADE SCHOOL__ 5. SOME COLLEGE__
2. FINISHED GRADE SCHOOL__ 6. FINISHED COLLEGE__ 5 6 7 8
3. SOME HIGH SCHOOL__ 7. SOME GRAD SCHOOL__
4. FINISHED HIGH SCHOOL__ 8. GRAD DEGREE__

FATHER: 1 2 3 4
1. SOME GRADE SCHOOL__ 5. SOME COLLEGE__
2. FINISHED GRADE SCHOOL__ 6. FINISHED COLLEGE__ 5 6 7 8
3. SOME HIGH SCHOOL__ 7. SOME GRAD SCHOOL__
4. FINISHED HIGH SCHOOL__ 8. GRAD DEGREE__

* *

1. Compared with the school you came from, is the work here at _________(exam school) 1 2 3 4 5
   1. much harder__
   2. somewhat harder__
   3. same__
   4. somewhat easier__
   5. much easier__?

2. In your classwork at _______(previous school), did you 1 2 3
   1. do well__
   2. just OK__
   3. not well__?

3. If you think the work is harder here, can you explain what you mean?

____

____

4. How well did _______ (previous school) prepare you for the classwork here? 1 2

1. Adequately__
2. Not adequately__

5. IF ADEQUATELY, what was the most important thing ___________ (previous school) did to prepare you?

____

____

6. IF NOT ADEQUATELY, what was the most important thing __________ (previous school) failed to prepare you to do?

____

____

7. If you could go back to ________ (previous school) and change things to help other students prepare for the exam schools, what is the single most important thing you would change?

____

____

8. How did you first hear about the exam schools? 1 2 3 4 5 6 7 8

1. teacher__
2. parent__
3. counselor__
4. friends__
5. newspaper__
6. TV__
7. notice/bulletin__
8. other__

9. What was the single most important reason you decided to go here? 1 2 3 4 5

1. chance to get a good education__
2. get into college__
3. friends going here__
4. parents wanted me to__
5. other__ (specify)

10. Was this school your first choice? 1 2

1. Yes
2. No

11. IF NOT, what was your first choice?

____

11. Back when you first found out you were going to go ____________(exam school), did your family think it was a good idea or a bad idea?

1. good 2. bad 1 2

12. Did your school/neighborhood friends think it was a good idea or a bad idea?

1. good 2. bad 1 2

13. Now that you've been here a while, has the fact that you're going to this school made any difference with your old friends?

1. Yes 2. No 1 2

14. IF YES, could you explain?

____

____

15. On an average day, how do you spend your time after school is over? About how much time do you estimate you spend on each?

Activity	Time	
1. job__	_____	1 2 3 4
2. go out with my friends__	_____	
3. go home and relax__		5 6 7 8
4. TV Yes__ No__		
5. take care of brother(s)/sister(s)__	_____	9 10
6. go home and do chores__	_____	
7. do homework__	_____	
8. school activities__	_____	
9. non-school structured activities__	_____	
10. reading for pleasure	_____	
11. other	_____	

16. Do you have enough time to get your homework done each day?

1. Yes 2. No 1 2

17. IF NOT, why not?

____

18. Do you have a place to study at home where it's quiet and you can get your work done?

1. Yes 2. No 1 2

19. IF NOT, what's the problem?

____

20. Does your family check to make sure you get your homework done?

1. Yes 2. No 1 2

21. IF THEY DON'T, what's the reason?

____

22. Does anyone in your family help you with your homework?

1. Yes 2. No 1 2

23. IF THEY DON'T, what's the reason?

____

24. Are there other things your family does to help you do well at school?

1. drive me to and from school__ 1 2 3 4
2. got a tutor for me__
3. attend parent meetings at school__
4. other____

25. Were you asked to attend an orientation program here at _____(exam school) before you started your first year here?

1. Yes 2. No 1 2

26. IF NO, could you explain the reason, if you know it?

____

27. IF YES, did you attend?

1. Yes 2. No 1 2

28. IF NO, why not? 1 2 3 4 5

1. had to go to my job__
2. away with family on vacation__
3. couldn't get transporation to school__
4. didn't want to give up my free time__
5. other________________________________

29. IF YOU DID ATTEND, what part was most helpful?

____

30. IF YOU DID ATTEND, what is the single most important thing you would do to make the orientation better for other students?

____

31. How do you get to and from school every day?

1. schoolbus__ 1 2 3 4
2. MBTA__
3. parents drive__
4. other__ (specify)

32. Are there any serious problems with your transportation that make it a hassle for you to come to school?

1. Yes 2. No 1 2

33. IF YES, describe.

1. threat to my safety__(describe)______________
2. inconvenient__(describe)____________________ 1 2 3
3. other__(describe)__________________________

34. Generally speaking, do you find your classes to be
1. very interesting__
2. sort of interesting__
3. just OK _ 1 2 3 4 5
4. sort of dull__
5. very dull__?

35. Generally speaking, do you find your classes to be
1. very difficult__
2. sort of difficult__ 1 2 3 4 5
3. just OK__
4. sort of easy__
5. very easy__?

36. IF YOU THINK YOUR CLASSES ARE DIFFICULT, does that
1. challenge you__ 1 2
2. discourage you__?

37. Which classes give you the most trouble?

____

38. In what way do they give you trouble?

____

____

39. Do you think you are failing or close to failing any of them?

1. Yes 2. No_ (IF NO, go to question # 60) 1 2

40. In the past, have you ever failed, or come close to failing, a class?

1. Yes__ 2. No _ (IF NO, go to question # 60) 1 2

IF THE ANSWER IS YES TO 39 OR 40, GO TO QUESTION #41
IF THE ANSWER IS NO TO 39 AND 40, GO TO QUESTION #60

41. Would you name the class(es) which you are failing or close to failing?

____

42. Did you receive any mid-marking-period failure notices to let you know you were having trouble?

1. Yes 2. No 1 2

43. IF NO, how did you find out that you were close to failing/failing?

____

44. Did anyone from the school offer to help?

1. Yes 2. No 1 2

45. IF YES, who was it?

1. teacher of that class__ 1 2 3 4
2. another teacher__
3. my counselor__ 5 6
4. another counselor__
5. assistant headmaster__
6. other__ (specify) ______________

46. IF NO ONE OFFERED TO HELP, did you try to get help on your own?

1. Yes 2. No 1 2

47. IF YES, what did you do?

1. talked to teacher__
2. talked to counselor__ 1 2 3 4
3. talked to someone else at school__
4. talked to parent/family member__ 5 6
5. talked to another organization/agency__
6. other____

48. IF YOU TALKED TO SOMEONE, did that result in your being offered help?

1. Yes 2. No 1 2

48a. IF YES, who helped you? 1 2 3

1. Private (parents, etc)__
2. Agency __
3. Your school__

49. IF NO, why do you think your efforts to get help were unsuccessful?

____

50. WHEN YOU WERE OFFERED ASSISTANCE, what did that person do?

1. teacher offered to help before/after school__
2. referred to tutorial program__
3. recommended to go to summer school__ 1 2 3 4 5
4. referred to resource room__
5. other__(specify)__________________

51. Did you take them up on it?

1. Yes 2. No 1 2

52. IF NO, why didn't you?

____

53. Did anyone check to find out that you weren't following through?

1. Yes 2. No 1 2

54. IF YES, what happened?

55. What time was the program/service held?

1. before school__
2. during school__ 1 2 3 4
3. after school__
4. summer__

56. Did it help?

1. Yes__ 1 2 3
2. No__
3. Can't tell yet__

57. Did anyone check with you to see if your needs were being met?

1. Yes 2. No 1 2

58. IF YOU HAD ACADEMIC TROUBLE IN THE PAST, BUT ARE DOING ALL RIGHT NOW, what do you think is the single most important reason you are doing well?

1. received academic assistance __
2. made class up in summer school__ 1 2 3 4
3. improved study skills__
4. other__(specify)

59. If you chould change things here to help other students who have trouble like yours with their classes, what would you do?

60. Aside from academic classes, have you had any other kinds of problems that interfered with your ability to do school work here?

1. Yes 2. No 1 2

IF YES, ANSWER THE QUESTIONS BELOW
IF NO, GO TO QUESTION # 77

61. What kinds of problems? 1 2 3 4

1. problems at home__ 5 6 7
2. problems with transportation__
3. trouble getting along with a teacher(s)__
4. trouble getting along with a student(s)__
5. trouble getting along with other school staff__
6. discouraged and thinking about leaving the school__
7. other__ (specify)____________________

62. Can you explain how that interferes(d) with your school work?

____

63. Did anyone here at school know about your problem(s)?

1. Yes 2. No 1 2

64. IF YES, did anyone offer to help?

1. Yes 2. No 1 2

65. IF YES, who was it?

1. one of my teachers __
2. another teacher__ 1 2 3 4
3. my counselor__
4. another counselor__ 5 6
5. assistant headmaster__
6. other__ (specify)____________________

66. IF NO ONE KNEW, did you attempt to seek help on your own?

1. Yes 2. No 1 2

67. IF YES, what did you do?

1. talked to teacher__
2. talked to counselor__ 1 2 3 4
3. talked to someone else at school__
4. talked to parent/family member__ 5 6
5. talked to another organization/agency__
6. other______________________________

68. IF YOU TALKED TO SOMEONE, did it result in your being offered any assistance?

1. Yes 2. No 1 2

69. IF NO, why do you think you efforts were not successful?

____

70. WHEN YOU WERE OFFERED ASSISTANCE, what did that person do?

1 2 3 4

1. parent contact
2. mediation 5 6
3. referred to in-school counselor
4. referred to outside agency
5. just talked
6. other ________________________________

71. Did you take them up on it?

1. Yes 2. No 1 2

72. IF NO, why didn't you accept the help offered you?

____

73. IF YES, what happened?

____

____

74. Did it help?

1. Yes 2. No 3. Can't tell yet 1 2 3

75. Did anyone follow up to see if your needs were being met?

1. Yes 2. No 1 2

76. If you could change things here to help other students with problems like yours, what would you change?

____

77. Have you ever been suspended?

1. yes 2. no 1 2

IF YES, ANSWER THE FOLLOWING QUESTIONS
IF NO, GO TO QUESTION #98

78. How many times were you suspended during the last two years?

1. 1 __
2. 2-5 __
3. 6-10 __
4. 11-15 __
5. 16+ __

1 2 3 4 5

79. What did you do — each time — that got you suspended?

____

____

80. Why did you do it?

____

81. What was the process the school went through to suspend you from school?

____

82. What was the process the school went through to reinstate you in school?

____

83. Do you think the school treated you fairly?

1. yes 2. no 1 2

84. IF NO, why not?

____

85. IF YES, how?

____

86. How did the suspension(s) affect your attitude toward school?

____

87. Did anyone try to help you make up the work you missed?

1. yes 2. no 1 2

88. IF YES, whom?

____

89. How?

____

90. Was it successful?

1. Yes 2. No 1 2

91. Did anyone from the school try to help you so you wouldn't get in the same kind of trouble again?

1. yes 2. no 1 2

92. IF YES, whom?

____

93. How?

____

94. Was it successful?

1. yes 2. no 1 2

95. Was your class schedule changed after you came back from the suspension(s)?

1. yes 2. no 1 2

96. IF YES, how?

____

97. Did those changes help?

1. yes 2. no 1 2

98. What are your general feelings about going to school here?

(5=very positive; 1=very negative)

1 2 3 4 5 1 2 3 4 5

99. What do you like best about this school?

____

100. What do you like least about this school?

____

101. How do you feel people of different races and ethnic backgrounds get along here generally?

1. very well__
2. well__
3. ok__ 1 2 3 4 5
4. not so well__
5. poorly__

102. Do you feel comfortable with the racial mix?
(5 = very comfortable 1 = very uncomfortable)

1 2 3 4 5 1 2 3 4 5

103. Do you have any ideas/explanations why students would drop out of school?

____

____

CHARACTERISTICS OF STUDENTS INTERVIEWED
FOR THE EXAM SCHOOL SURVEY

EXAM SCHOOL Attended/Attending by RACE

	Tech		BLS		BLA	
	In Sch	Left	In Sch	Left	In Sch	Left
White	3	2	5	5	9	11
Black	14	2	18	9	17	15
Hispanic	3	1	0	5	0	2
Asian	3	1	6	0	2	2
Native Am	0	0	0	0	0	0

RACE and SEX

	Female	Male
White	16	19
Black	41	34
Hispanic	8	3
Asian	9	4
Native Am	0	0

LANGUAGE Spoken at Home

Spanish	4
French	0
Chinese	8
English	102
Greek	3
Cambodian	0
Vietnamese	0
Other	4

13 students reported that more than one language is spoken at home

6 = Spanish and English
5 = Chinese and English
1 = Spanish and French and English
1 = English and other

CHARACTERISTICS OF STUDENTS INTERVIEWED FOR THE EXAM SCHOOL SURVEY

GRADE in School with LEAVER/IN-SCHOOL Status

Current Grade	In Exam School	Left Exam School
Seventh	26	1
Eighth	2	5
Ninth	28	14
Tenth	4	16
Eleventh	15	15
Twelfth	5	4

Type of School Attended before Exam School

	Private School		Public School	
	In Exam School	Left Exam School	In Exam School	Left Exam School
White	5	8	12	10
Black	10	0	38	26
Hispanic	2	0	1	8
Asian	1	0	10	3
Native Am	0	0	0	0

RESULTS OF EXAM SCHOOL SURVEY

FOR QUESTIONS ANALYZED IN THE JULY 1984 REPORT

question 11

what did you family think about your going to an exam school

good idea	127
bad idea	3
mixed reaction	5

question 12

what did your friends think about your going to an exam school

good idea	94
bad idea	22
mixed reaction	18

Q 12. what did you friends think about your going to an exam school

	Tech	BLS	BLA
good idea	22	34	37
bad idea/ mixed reaction	7	14	19

Q. 12 what did you friends think about your going to an exam school

	Bl/His	White	Other
good idea	54	27	12
bad idea/ mixed reaction	30	8	2

Q 12. what did you friends think about your going to an exam school

	In Exam Sch	Left Exam Sch
good idea	52	42
bad idea/ mixed reaction	27	13

question 13

has attending an exam school made any difference with those friends

yes	35
no	97
mixed reaction	2

question 16
do you have enough time to get your homework done

yes	107
no	26

question 17
do you have a quiet place to study

yes	115
no	16

question 19
if not, what is the problem

family crowding	11
other	2

question 20
does your family check to make sure your homework is done

yes	81
no	48

question 21
if they dont, what iu the reason

parental trust	18
parents not home	6
dont know	8

question 22
does anyone in your family help with your homework

yes	74
no	59

Q. 22. does/did anyone in your family help with your homework

	Tech	BLS	BLA
yes	14	26	34
no	14	22	22

Q. 22 does/did anyone in your family help with your homework

	Bl/His	White	Other
yes	46	20	8
no	38	14	5

Q. 22 does/did anyone in your family help with your homework

	In Exam Sch	Left Exam School
yes	43	31
no	35	24

question 24
are there other things your family does to help

drive to school	21
got tutor for me	11
attended meetings at school	19
other	29
no	55

question 25
were you asked to attend an orientation before starting here

yes	119
no	15

question 27
if yes, did you attend

yes	76
no	49

question 28
if no, why not

conflicted with job	5
conflicted with family vacation	25
could not get transportation	1
did not want to give up free time	10
other	15

question 29
if you did attend, what part was most helpful

study skills	13
preview of what to expect	24
specific course material	16
other	5

question 44
did anyone offer to help

yes	65
no	41

question 44
did anyone offer to help (with academic problems)

	In Exam Sch	Left Exam School
yes	35	29
no	17	25

question 44
did anyone offer to help (with academic problems)

	Tech	BLS	BLA
yes	10	22	31
no	7	16	19

did anyone offer to help (with academic problems)

	Bl/His	White	Other
yes	43	18	2
no	25	13	4

question 45
(only students who were failing or did fail a class)
if someone did offer to help, who was it

teacher of that class	22
another teacher	3
my counselor	25
another counselor	2
assistant headmaster	1
other	5

question 46
(only students who were failing or did fail a class)
if no one offered help, did you try to get help on your own

yes	39
no	11

if no one offered to help, did you try to get help on your own

	Tech	BLS	BLA
yes	7	14	19
no	2	5	4

	Bl/His	White	Other
yes	26	11	3
no	4	6	1

	In Exam Sch	Left Exam School
yes	15	25
no	5	6

question 47
(only students who were failing or did fail a class)
if yes, what did you do

talked to teacher	13
talked to counselor	12
talked to someone else at school	1
talked to parent/family member	9
talked to another organization/agency	1
other	7

question 48
(only students who were failing or did fail a class)
if you did approach someone on your own, did that result in help

yes	26
no	9

question 48a
if you did talk to someone about your academic problem
(regardless of whose initiative) and help was offered
who made the offer to help

private (parents,etc)	12
an agency	6
my school	51

question 50
if you were offered assistance (whether on your own initiative
or anothers), what did that person do

teacher offered to help outside class	14
referred to tutorial program	50
recommended to to to summer school	3
referred to resource room	2
other	10

question 51
if you were offered assistance, did you take up the offer

yes	65
no	23

question 53
did anyone check to see if you were following through

yes	34
no	39

(a number of students did not know)

question 55
if you received a service or attended a program, what time was it

before school	5
during school	38
after school	22
summer	3

question 56
did it help

yes	42
no	31
cannot tell yet	4

question 57
did anyone check to see if your needs were being met

yes	39
no	39

(a number of students were uncertain)

question 57
if you are doing all right now, what do you think is the reason
(coded only for students still in an exam school)

received academic assistance	3
made class up in summer school	4
improved study skills	16
other	9

question 60
aside from academic classes, have you had other kinds of problems that interfered with your ability to do school work here

yes	46
no	86

question 60
aside from academic classes, have you had other kinds of problems that interfered with your ability to do school work here

	In Exam Sch	Left Exam School
yes	26	20
no	51	35

question 60
aside from academic classes, have you had other kinds of problems that interfered with your ability to do school work here

	Bl/His	White	Other
yes	29	16	1
no	54	18	13

question 61
if yes, what kind(s) of problems

	Tech	BLS	BLA
problems at home	2	9	8
problems with transportation	0	1	0
trouble with a teacher	1	4	9
trouble with a student	3	4	2
trouble with other school staff	0	1	2
discouraged	1	3	6
other	1	0	3

question 61
if yes, what kind(s) of problems

	Bl/His	White	Other
problems at home	12	7	0
problems with transportation	1	0	0
trouble with a teacher	7	6	1
trouble with a student	7	2	0
trouble with other school staff	1	2	0
discouraged	5	5	0
other	4	0	0

if yes, what kind(s) of problems

	In Exam Sch	Left Exam Sch
problems at home	13	6
problems with transportation	0	1
trouble with a teacher	2	12
trouble with a student	5	4
trouble with other school staff	0	3
discouraged	5	5
other	4	0

question 61
if yes, what kind(s) of problems

problems at home	15
problems with transportation	1
trouble with a teacher	14
trouble with a student	9
trouble with other school staff	3
discouraged	10
other	4

question 63
did anyone at school know about your problems

yes	30
no	17

question 63
did anyone at school know about your problems

	In Exam Sch	Left Exam School
yes	18	12
no	8	9

question 63
did anyone at school know about your problems

	Bl/His	White	Other
yes	16	14	0
no	14	2	1

question 64
if yes, did anyone offer to help

yes	18
no	9

question 64
if yes, did anyone offer to help

	In exam sch	Left exam school
yes	12	6
no	4	5

question 64
if yes, did anyone offer to help

	Bl/His	White	Other
yes	11	7	0
no	2	7	0

question 65
if yes, who was it

one of my teachers	8
another teacher	0
my counselor	12
another counselor	0
asst headmaster	2
other	[illegible]

question 66
if not, did you attempt to seek help on your own

yes	11
no	11

question 67
if yes, what did you do

talked to teacher	3
talked to counselor	8
talked to someone else at school	3
talked to family member	3
talked to another organization	2
other	4

question 68
if you talked to someone, did it result in an offer of assistance

yes	15
no	14

question 71
did you take up the offer of assistance

yes	19
no	2

question 74
did it help

yes	16
no	8
can	2

question 75
did anyone check to see if your needs were being met

yes	13
no	15

question 77
have you ever been suspended

yes	31
no	104

question 78
how many times were you suspended during the last two years
(only students who had been suspended responded)

once	18
2-5	9
6-10	2
11-15	0
16+	1

question 83
do you think the school treated you fairly

yes	19
no	10
no opinion	1

question 87
did someone tried to help you with the work you missed

yes	13
no	17

question 90
if someone tried to help you with your work
was it successful

yes	11
no	6

question 91
did anyone try to help you so wyou wouldn
same kind of trouble again

yes	19
no	11

question 94
if so, was it successful

yes	13
no	6

question 95
was your class schedule changed after you came back

yes	0
no	27

question 97
if so, did those changes help

yes	0
no	4

question 98

what are/were your general feeling about going to school here

very positive	20
somewhat positive	11
neutral	43
somewhat negative	32
very negative	29

what are/were your general feeling about going to school here

	Tech	BLS	BLA
very positive	6	7	7
somewhat positive	3	4	4
neutral	9	13	20
somewhat negative	6	11	15
very negative	5	13	11

what are/were your general feeling about going to school here

	In Exam Sch	Left Exam School
very positive	9	11
somewhat positive	4	7
neutral	24	19
somewhat negative	22	10
very negative	21	8

what are/were your general feeling about going to school here

	Bl/His	White	Other
very positive	11	7	2
somewhat positive	7	4	0
neutral	27	13	2
somewhat negative	23	7	2
very negative	17	4	8

question 99
what do/did you like best about this school

extensive curriculum	33
teachers	31
students/friends	36
good preparation for college/technical	16
people care/friendly	8
good reputation of school	13
other -- including no response	23

what do/did you like best about this school

	In Exam Sch	Left Exam Sc
extensive curriculum	27	6
teachers	27	4
students/friends	20	16
good preparation for college/technical	10	6
people care/friendly	6	2
good reputation of school	5	8
other -- including no response	7	16

what do/did you like best about this school

	Tech	BLS	BLH
extensive curriculum	7	12	14
teachers	10	9	12
students/friends	3	14	19
good preparation for college/technical	4	4	7
people care/friendly	4	1	3
good reputation of school	0	7	6
other -- including no response	1	11	11

99

what do/did you like best about this school

	Bl/His	White	Other
extensive curriculum	21	5	7
teachers	16	10	5
students/friends	20	13	3
good preparation for college/technical	12	2	1
people care/friendly	7	1	0
good reputation of school	9	2	2
other -- including no response	14	9	0

question 100

what do/did you like least about this school

no computers	6
too much pressure/too much competition	20
no/poor gym facilities	19
too many rules/too much discipline	12
poor facilities	17
racism among students	3
Latin	16
trespassers	0
teacher attitudes	37
teacher racism	8
impersonal/no one cares	11
transportation	1
too much homework	12
lack of extracurricular activities	7
other -- including no response	31

what do/did you like least about this school

	In Exam Sch	Left Exam Sc
no computers	3	3
too much pressure/too much competition	3	17
no/poor gym facilities	12	7
too many rules/too much discipline	6	6
poor facilities	15	2
racism among students	2	1
Latin	4	12
trespassers	0	0
teacher attitudes	18	19
teacher racism	3	5
impersonal/no one cares	3	8
transportation	0	1
too much homework	4	8
lack of extracurricular activities	3	4
other -- including no response	25	6

what do/did you like least about this school

	Tech	BLS	BLA
no computers	3	1	1
too much pressure/too much competition	2	12	6
no/poor gym facilities	0	3	16
too many rules/too much discipline	1	5	6
poor facilities	7	1	9
racism among students	1	1	1
Latin	[illegible]	6	9
trespassers	0	0	0
teacher attitudes	6	17	14
teacher racism	1	3	4
impersonal/no one cares	2	5	4
transportation	0	0	1
too much homework	1	5	6
lack of extracurricular activities	1	1	5
other -- including no response	7	13	11

100

what do/did you like least about this school

	Bl/His	White	Other
no computers	3	1	1
too much pressure/too much competition	12	6	2
no/poor gym facilities	14	4	1
too many rules/too much discipline	8	3	1
poor facilities	13	2	2
racism among students	3	0	0
Latin	7	8	0
trespassers	0	0	0
teacher attitudes	24	11	2
teacher racism	4	4	0
impersonal/no one cares	8	3	0
transportation	0	1	0
too much homework	8	1	3
lack of extracurricular activities	5	2	0
other -- including no response	19	9	3

question 101
how do you feel people of different races and ethnic backgrounds get along here generally

very well	47
well	49
ok	24
not so well	10
poorly	5

how do you feel people of different races and ethnic backgrounds get along here generally

	Tech	BLS	BLA
very well	11	10	25
well	11	19	19
ok	4	10	10
not so well	3	5	2
poorly	0	4	1

how do you feel people of different races and ethnic backgrounds get along here generally

	In Exam Sch	Left Exam School
very well	25	22
well	32	17
ok	13	11
not so well	7	3
poorly	3	2

how do you feel people of different races and ethnic backgrounds get along here generally

	Bl/His	White	Other
very well	29	10	7
well	28	17	4
ok	16	5	3
not so well	8	2	0
poorly	4	1	0

question 102
do/did you feel comfortable with the racial mix at the school

very uncomfortable	5
somewhat uncomfortable	5
ok	15
somewhat comfortable	45
very comfortable	65

do/did you feel comfortable with the racial mix at the school

	Tech	BLS	BLA
very uncomfortable	2	2	2
somewhat uncomfortable	1	3	3
ok	4	8	8
somewhat comfortable	7	19	19
very comfortable	15	16	16

do/did you feel comfortable with the racial mix at the school

	In Exam Sch	Left Exam School
very uncomfortable	2	3
somewhat uncomfortable	2	3
ok	10	5
somewhat comfortable	29	16
very comfortable	37	28

do/did you feel comfortable with the racial mix at the school

	Bl/His	White	Other
very uncomfortable	3	1	1
somewhat uncomfortable	5	0	0
ok	11	2	2
somewhat comfortable	23	15	7
very comfortable	43	17	4

question 103
why would other students leave this school
why did you leave this school

be with friends in other schools	10
conflict between school and job	10
pressure/competitive atmosphere	40
poor motivation	29
family pressure/problems/lack of support	7
limited English proficiency	6
poor study habits/preparation	10
too much homework	14
too many rules	10
problems with school staff	33
pregnancy/parenting	3
lack of extracurricular activities	8
poor facilities	4
to avoid retention in grade	46
staff/student racism	9
no computers/lack of access	4

why would other students leave this school
why did you leave this school

	In Exam Sch	Left Exam S
be with friends in other schools	9	1
conflict between school and job	8	2
pressure/competitive atmosphere	27	13
poor motivation	28	1
family pressure/problems/lack of support	4	3
limited English proficiency	3	3
poor study habits/preparation	9	1
too much homework	10	4
too many rules	6	4
problems with school staff	15	18
pregnancy/parenting	3	0
lack of extracurricular activities	5	3
poor facilities	2	2
to avoid retention in grade	9	37
staff/student racism	3	6
no computers/lack of access	1	3

103

why would other students leave this school
why did you leave this school

	Tech	BLS	BLA
be with friends in other schools	3	2	5
conflict between school and job	4	0	6
pressure/competitive atmosphere	9	12	19
poor motivation	7	10	12
family pressure/problems/lack of support	4	1	2
limited English proficiency	3	2	1
poor study habits/preparation	2	8	0
too much homework	3	10	1
too many rules	2	5	3
problems with school staff	6	9	17
pregnancy/parenting	3	0	0
lack of extracurricular activities	1	1	6
poor facilities	0	0	4
to avoid retention in grade	6	21	18
staff/student racism	1	6	2
no computers/lack of access	1	0	3

why would other students leave this school
why did you leave this school

	Bl/His	White	Other
be with friends in other schools	7	3	0
conflict between school and job	5	3	2
pressure/competitive atmosphere	20	12	8
poor motivation	18	6	5
family pressure/problems/lack of support	5	2	0
limited English proficiency	4	0	2
poor study habits/preparation	7	2	1
too much homework	10	3	1
too many rules	7	2	1
problems with school staff	23	9	0
pregnancy/parenting	2	1	0
lack of extracurricular activities	7	1	0
poor facilities	3	1	0
to avoid retention in grade	30	14	1
staff/student racism	6	3	0
no computers/lack of access	3	1	0

student volunteered statement that one or more teachers did not care about or like kids

yes	76
no	59

student volunteered statement that one or more teachers did not care about or like kids

	In Exam Sch	Left Exam School
yes	28	48
no	52	7

student volunteered statement that one or more teachers did not care about or like kids

	Tech	BLS	BLA
yes	21	29	25
no	8	19	32

student volunteered statement that one or more teachers did not care about or like kids

	Bl/His	White	Other
yes	49	19	7
no	36	16	7

student volunteered statement that one or more teachers exhibited racist behavior

yes	20
no	115

student volunteered statement that one or more teachers exhibited racist behavior

	In Exam Sch	Left Exam School
yes	9	11
no	71	44

student volunteered statement that one or more teachers exhibited racist behavior

	Tech	BLS	BLA
yes	5	8	7
no	24	40	50

student volunteered statement that one or more teachers exhibited racist behavior

	Bl/His	White	Other
yes	17	3	0
no	68	32	14

BUREAU OF EQUAL EDUCATIONAL OPPORTUNITY
MASSACHUSETTS DEPARTMENT OF EDUCATION

May 31st 1984

TO: Commissioner John H. Lawson

FROM: Charles Glenn

RE: Latin School/Latin Academy Facility Issues

This memorandum will review the background of the proposal - now advanced with considerable urgency by Boston - to renovate Boston Latin School and to build a new facility for Boston Latin Academy. It will also identify the desegregation implications and the questions which should be answered before such a project is approved by the Board.

(1) Background of the Demand

The demand for a new facility for Latin Academy at a Fenway site (near Latin School) has existed for many years. In 1972, when the new English High School was ready for occupancy, the School Committee voted to use the building to accommodate what was then Girls Latin School, despite the commitments made to the Board of Education at the time that the facility was approved and funded (at 65% rather than what was then the normal 40% reimbursement rate). The Board went to Court to assure that the new facility would serve the purpose intended under the approved Racial Balance Plan. This controversy helped to precipitate the *Morgan* case.

(2) The Need for Facility Improvements

It is unquestionable that Girls Latin/Latin Academy has existed for decades in inadequate facilities, first at Codman Square and more recently in temporary space on Ipswich Street. It is also clear that the Boston Latin School facility is in need of renovation, though other high schools are in equally poor condition. In 1980, as we will see below, the Board of Education and the Boston Public Facilities Department agreed to a priority schedule for facility projects which placed renovation of Latin School in fourth place of seven. A new facility for Latin Academy was not included, though in the preliminary discussion the question whether two Latin facilities would be needed was raised by School Department and State participants (my notes of 5/28/80 meeting).

(3) The Context of Decision-making

It has been amply demonstrated over the years that these schools enjoy impressive support as a result of serving the children of many Bostonians who are politically active, and also of their historical role as a route to higher education and to success in life. It would not be fair to say that Latin School and Latin Academy have too much influence, but it is certainly accurate to say that most other high schools have too little by contrast. In view of the fact that the Latins serve a disproportionately small share of the Black and Hispanic students in Boston (see chart below), the Department has a long-standing concern to assure that the influence of these schools does not result in unequal treatment. On the other hand, of course, we wish to support excellent education while making it available to all students, to "level up" rather than to "level down".

Grade 9-12 Enrollment	All	Latin Academy	Latin School
Black	9077	252	226
% of Black	100%	2.8%	2.5%
White	5293	370	876
% of White	100%	7%	16.6%
Asian	1302	84	185
% of Asian	100%	6.5%	14.2%
Hispanic	2180	16	53
% of Hispanic	100%	0.7%	2.4%
Indian American	72	0	0
% of Indian	100%	0%	0%

(4) Minority Enrollment Increase

It must be noted that there has been a substantial increase in the number of minority students attending the Latins. In 1973, the year before Court-ordered desegregation was implemented, the two between them enrolled 333 "Non-white" students. (Unfortunately the statistics as then kept do not make a distinction among Black, Hispanic and Asian students, and at least some Hispanics were reported as "White". My own estimate from visits at that time is that about half of the "Non-white" students were Black and half Chinese-American.) Note that this figure includes 7th and 8th grades. Current total "minority" enrollment of the two schools, grades 7-12, is 1478, with Black and Hispanic enrollment disproportionately concentrated at the 7th grade: (figures below for November 1983)

Grade	Black Students	Hispanic Students
7	280	50
8	157	36
11	105	16
12	66	9

(5) An Increasing Proportion of Enrollment

The increasing number of minority students is matched by an increasing proportion of White students attending these schools of all White students in the system. As White enrollment system-wide has declined, that at the Latin schools has remained almost constant, so that the proportion of all White students in grades 7-12 who attend these two schools has increased from 17% in 1979 to 24% in 1983 and a projected 25% in 1984. Put another way, in 1973 the Latin schools enrolled 3.3% of all students (K-12) attending the Boston Public Schools. This increased to 6% in 1983 and is projected at 6.9% in

1984. White Latin Academy/School enrollment was 4.6% of all White students (K-12) in 1973 and is projected at 12.7% in 1984.

(6) Implications of Increasing Proportion of Enrollment

A major concern raised by the First Monitoring Report was the high proportion of Black and Hispanic students admitted to the examination schools who are kept back or drop out. The Second Monitoring Report examined the support services available to these students, and the preparation which they receive for the academic emphasis of the exam schools. The Third Monitoring Report includes the results of interviews with 135 present and former exam school students, inquiring into the causes of the difficulties experienced by many of them. Preliminary analysis reveals that these difficulties relate to the instructional program itself as much as to the lack of additional support services. This is not to say that the program does not continue to offer a great deal to many students, but to suggest that, for an increasing proportion of those admitted, it is not presently appropriate. Surely a part of the reason is that the two schools now enroll twice as high a proportion of all Boston students as they did a decade ago, and thus admit students of all racial/ethnic groups who are less academically gifted or less well-prepared than was the case a decade or even five years ago.

(7) Desegregation Implications

The fact that a higher proportion of all White students attend the Latin schools creates desegregation difficulties for other schools in the system, at the middle school as well as the high school level. The two Latins are projected to enroll 31% of the White 7th graders in 1984, compared with 21% in 1979. When the enrollment of District VIII (East Boston) schools is added to that of the Latins, their proportion of projected system-wide White enrollment rises to 45% in the 7th grade and 39% grades 7-12. If White enrollment remains constant at the Latins, they will enroll 43% of White students grades 7-12 by 1988, or 68% together with East Boston, while the thirty-seven other schools serving grades 7-12 will enroll only 32% of White students in those grades. Their aggregate enrollment grades 7-12 would be less than 7% White!

I know that John Coakley would point out that many of the White students attending the Latin schools would not be in the Boston Public Schools at all if given any other assignment. The Board, in the First and Second Monitoring Reports, expressed special concern for program development and recruitment efforts to make many Boston schools more attractive to White students, and there are some preliminary signs of success along these lines at English, Dorchester, and Jamaica Plain High Schools. From a desegregation perspective little would be accomplished by maintaining a high White enrollment at the Latins and in East Boston, if the result were a virtual White abandonment of other district and city-wide high schools.

A substantial proportion of the students entering the Latins come from non-public schools (see chart below), and it is encouraging that English and Dorchester High are reaching out to eighth graders in non-public schools and their parents in an attempt to interest them in a public school option other than the examination schools. These efforts should be intensified.

7th Grade Entrants 1983	From Boston Public	From Non-public	
Black	154	59	28%
White	135	221	62%
Asian	55	11	17%
Hispanic	33	8	20%
Indian	1	0	0%
Total	378	299	44%

(8) District Schools and Latin Schools

It is difficult to compare enrollments before and after desegregation because our figures are not broken out by grade, and some of the district high schools served only grades 10-12, others 9-12, and the Latin schools then, as now, grades 7-12. As some district high schools have added grades they should have increased their enrollments (overall "high school" enrollment increased by 3,000 in 1974, when the uniform grade 9-12 pattern went into effect), while of course also showing the effects of city-wide enrollment declines.

The following chart shows that this enrollment decline fell on almost every school except the two Latin schools, which in fact increased their enrollment without adding grades.

Total Enrollment	1973	1983 (9-12)
District Schools		
Brighton	1448*	1177
Jamaica Plain	786	975**
Roslindale/West Roxbury	1504*	1263**
Hyde Park	1623	1051
Burke	1345	706
Dorchester	1511*	831
South Boston	2193	908
Charlestown	1111*	994**
East Boston	1359	1028
City-wide Schools		
Boston High	589	727
Copley Square	507	506
English	812	1712**
Madison Park	-	2051**
Girls High	676	-
Trade High	684	-
Umana	-	1002**

Technical	1676	1109
Total	17824***	16040
Boston Latin (7-12)	1964	2211
Latin Academy (7-12)	1160	1233
Total	3124	3444

NOTE: * grades 10-12 in 1973 ** new facility
*** estimated 20,500 adjusted for missing 9th grade

As this comparison reveals, the two Latin schools increased their enrollment by 10% while enrollment in the other high schools (adjusted for grades 9-12) decreased by around 22%. Put another way, the enrollment of the Latin schools would total around 2575 in 1983 (or slightly more than the enrollment of Latin School alone), rather than 3444, if they had declined in enrollment at the same rate as overall high school enrollment.

(9) The Planning Issues in 1980

A series of meetings of the "Joint Planners" (City of Boston (PFD), Boston School Department, Department of Education) in May and June, 1980 discussed secondary school options. According to my notes of a May 28th session, I presented the issue of the enrollment projections supporting continued use of two Latin facilities:

> "The 2 Latin schools now = 16% of enrollment citywide; PFD proposes that this increase to 23% by 1988. If held to 16%, only 2080 places would be needed. This argues for consolidation in a renovated Boston Latin."

Joseph Bishop, representing the School Building Assistance Bureau, also identified this as one of the issues.

This session discussed a study commissioned by PFD entitled An Analysis of Ten Selected High Schools, by George Collins (former Assistant Commissioner for School Facilities and Related Services) and Barry Coletti. This study included Latin Academy, and considered the option of an addition to Boston Latin School, to bring combined enrollment to 3,200 students. The conclusion was that,

> "The addition would require $13.4 million for 133,800 gross square feet and with this large an addition, complete renovation of the existing structures would be required by the Department of Public Safety. This would make this investment of $33.4 million economically unwise. With declining enrollments the State Department of Education would most probably not support this project when other high schools would soon become available. In conclusion, it is recommended that as enrollments decline one of several high schools which will become available should be used for these needed academic programs" (page 33).

My notes of a session on June 11 reflect discussion of the special urgency of middle school facilities, with high school priorities coming after three middle school projects.

On June 27, 1980 the Board of Education approved a schedule for school construction projects in which renovation of Boston Latin School came fourth, after three middle school projects. This priority list was then submitted to the Court by the City of Boston and the Board. A limit of $40 million was set for all facilities measures, with at least seven and possibly eight projects to be covered. Note that these projects did not include the work on heating systems, roofs, or sanitary facilities which was and is needed for so many schools in Boston. The priority list did not include a replacement for Latin Academy.

First priority was renovation of the Rogers Middle School in Hyde Park (built 1902/1920/1934, 67% Black). Second was renovation of the Dearborn Middle School, located in the former Roxbury High building (1913/1939, 60% Black, 13% Hispanic). Third was a converted or new middle school at the Roxbury end of District I, replacing the Taft (1895/1915/1939, 31% Black, 46% Other Minority) in Brighton. Fourth was renovation of Boston Latin School (1922/1933, 22% Black, 18% Other Minority). Fifth was renovation of Dorchester High (this project has gone ahead as a Court-ordered "special desegegation measure"). Sixth and seventh were an elementary school in Roxbury and a middle school in East Boston. Eighth (if funds sufficed) would be a District II middle school.

The relatively low priority given to high schools reflected the fact that seven new high school facilities opened between 1973 and 1980:

English
West Roxbury
Charlestown
Umana
Madison Park
Jamaica Plain
Humphrey Occupational Resource Center

Only one middle school has been built (McCormack, 1967) and one addition built (Cleveland, 1972) since the King opened in 1937.

(10) The Planning Issues in 1984

In February 1984 Superintendent Spillane submitted a Long Range Plan to the School Committee. One of the tasks identified under "high schools" was to "develop a long-range plan for Boston high schools, specifying the purposes and goals of citywide schools, comprehensive high schools, and the Humphrey Occupational Center" (page 14).

One of the tasks identified under "Gifted and Talented Programs" was to "establish middle school and high school options for able students in addition to the present exam schools" (page 21).

The fourth section of the Long Range Plan dealt with those "restructuring" issues which would affect desegregation. The first issue discussed in this section was the Latin schools. John Coakley, the author of this section of the Plan, raised several possibilities, including conversion to a grade 6 to 12 rather than 7 to 12 structure, the combination of the two Latins into one school, perhaps with an Intermediate and a Senior Division, or a campus-style organization premised upon construction of an addition to Latin School for Latin Academy (the option which Collins and Coletti recommended against in 1980 on cost grounds). He deferred resolution of these questions.

The schedule included with this Plan would have completed School Commitee review in March 1984, with a decision by the Board and the Court by October 1, 1984, and implementation in September 1985.

On May 1, 1984 Superintendent Spillane recommended School Committee approval of "guidelines for development of a Long Range Facilities Plan, describing them as "a generalized approach to facility planning". The first of the six points was that "A Facilities Modernization and Utilization Plan for the Boston Public Schools will be completed upon final resolution of the organization and programmatic issues contained in the Long Range Plan of February 13, 1984. However, public review and dialogue are integral to and will precede final decisions on the recommendations proposed in Section IV of the plan "Restructuring of the Boston Public Schools."

The sixth point in these guidelines was that "Redesignation of an existent facility for Latin Academy's use is not advisable and not recommended. The Boston Public Schools seek approval for development of plans and for construction of a new facility for Boston Latin Academy." No specifics are given on the planning process leading to this conclusion, which is directly contrary to that reached by the Collins/Coletti study for PFD in 1980.

In a memorandum from John Coakley which was included with these May 1 "guidelines", reference is made to the reluctance of city and state agencies to act on such requests as "a permanent home for Boston Latin Academy" because,

> "there is no comprehensive plan for school facilities, especially at the secondary school level. However, the representatives of the school department have the dilemma of not wishing to produce such a

> facility plan until the recently-developed Long Range Plan, which should form the basic educational foundation of a facility plan, is refined and approved by the Boston School Committee. In fact, one portion of the Long Range Plan deals with proposed changes in the organization and student assignment patterns of the Boston Public Schools and, consequently, will require review by the Massachusetts Board of Education and the Federal District Court. We should not and cannot provide a facility plan with specificity until we obtain approval of the educational and organizational elements of the Long Range Plan. (emphasis added)

The memo goes on to project a decline in high school enrollment from 17,425 in the coming school year (1984-85) to 13,850 in 1988-89, with a growing proportion of all students requiring bilingual education. Combined middle and high school enrollment is projected at 25,725 in 1988-89, for a utilization rate of 71% of the present capacity (36,042) at these levels, with the Humphrey Center not factored into the determination of available capacity in the sending schools. Note that assignment to "full capacity" is impractical for reasons stated by Mr. Coakley, so that some 30,000 spaces would be needed for 25,725 students.

Three factors are described by Mr. Coakley as of "greatest priority" in making decisions about school consolidation. These are (1) the "long-term value and flexibility of a building", (2) where most students live (a factor used in an earlier memo by Mr. Coakley to explain the continuing need for Burke High School, because of its location), and (3) "the need to maintain some public-school access in all major neighborhoods of the city". On the basis of these factors he provides a list of 29 secondary schools and 43 elementary schools as "an unarguable core of our facility needs for the next twenty-five years", while making clear that some other facilities will also be retained. He also observes that, "we must be prepared to consolidate some of our central secondary school facilities which are outside the present or potential population centers of the city when our high school enrollment begins its almost certain decline."

(11) Summary of Planning Issues

As pointed out in Mr. Coakley's memo, some very basic educational policy decisions must be made before it will be possible to have a plan for Boston high schools, including construction of a new Latin Academy. Approval by the Board and the Court are essential before such a plan is implemented by undertaking construction and renovation projects.

The May/June 1980 discussions asked whether there would be a continuing need for the present Latin capacity in a time of declining secondary school enrollment. Updated analysis based upon 1979, 1983 and projected 1988 enrollments make it clear that Boston could consider a number of options, in response to issues raised in the Monitoring Reports and in Superintedent Spillane's proposed Long Range Plan.

For example, the Latins could continue to serve their present number (3805) of students of each racial/ethnic group, with the effect of increasing substantially their proportion of all White students in the system. By 1988 43% of all White students in grades 7-12 would attend the Latins, compared with 17% in 1979 and 24% in 1983. Or the Latins could continue to serve their present proportion of all students in grades 7-12. Total enrollment would be 2565 students. Or they could serve the proportions of city-wide enrollment that they served in 1979; this would reduce total enrollment by 1988 to 2219. In 1979 the two schools served 10% of all students in grades 7-12, compared with 13% in 1983, a projected 14% in 1984, and a projected 17% (given present enrollment) in 1988. Or the Latins could add a sixth grade, while continuing to serve their 1979 proportion of all students; total enrollment would be 2590.

The draft Plan proposed by Superintendent Spillane in February 1984 clearly identified the need for development of a plan specifying "the purposes and goals" of such city-wide high schools as the Latins, and of options other than the Latins for gifted middle and high school students. Such decisions - clearly an equity concern - will have major implications for facility planning.

The questions raised in the "restructuring" section of the same Plan, including grade structure for the Latins, whether one or two schools, and whether to have an intermediate and a senior division, have not yet been addressed. How can educational specifications and facility plans be developed absent such decisions?

The cost considerations raised by Collins and Coletti in 1980, and their suggestion of an alternative site in a present facility which would otherwise be closed, have not been dealt with in the documents made available to the State. The implications of a major cost commitment to a Latin Academy/Latin School project upon other facility priorities have not been reviewed.

Present monitoring efforts suggest that the Latins may already be enrolling students - of all racial/ethnic groups - for whom they do not provide an optimal educational environment. This may well be attributable to the increasing proportion of all students city-wide of each racial/ethnic group who are enrolled in the Latins. Maintaining present enrollment will (as demonstrated above) have the effect of increasing very substantially the proportion of all students attending these schools, which in turn will mean that the requirements for admission will be lowered substantially and more students will have academic difficulties - unless the educational approach is modified. Has this issue been faced in Boston, as it was in Springfield in the High School Racial Balance Plan approved by the Board?

(11) Conclusion

The planning process for secondary education in Boston has identified important issues, but it has not proposed solutions. As a result, there is nothing which could be considered a "Secondary Facilities Plan" which could be reviewed for equity, desegregation and educational implications, much less approved by the Board and the Court. This is clearly conceded by the "guidelines" adopted by the School Committee in May.

These are the basic decisions which must be made:

(a) What capacity is needed for a school or schools offering the program which the Latins now offer? Possible 1988 enrollment discussed above range from 2219 up to 3805; the lower figure is only 58% of the higher.

(b) The educational specifications supplied recently to School Building Assistance Bureau projects an enrollment of 3700. This would translate into a much higher proportion of all Boston students than the Latins have traditionally served. Does Boston propose to modify the educational mission and approach of these schools to serve a less highly selected clientele? Will more non-academic programs be needed - and spaces designed for them?

(c) What will the grade and administrative structure be? Will grade 6 be added, will Latin Academy become intermediate, will there be one school or two? Answers to such questions should not postponed until after facilities are designed and built; they have many facility implications.

SPECIAL EDUCATION

SPECIAL EDUCATION

OBJECTIVE:

I. To determine whether there is a resource room and appropriate staff and materials.

QUESTION: Does Boston Public Schools have an adequate pool of substitute teachers to ensure Resource Room service delivery?

METHODS:

The Regional Office conducted on-site visits to verify that qualified substitutes are available and interviewed Principals and/or Headmasters. In addition, the Department requested a status report from Boston as to how ts pool of substitutes have been utilized during the 1983-84 school year (See Appendix 1).

SUPPORTIVE DOCUMENTATION:

Program and Staff Matrices

MONITORING SITES:

Kent, Condon, Holland and Marshall Elementary Schools; Lewenberg and Mackey Middle; Dorchester, Charlestown, Brighton and South Boston high Schools.

FINDINGS:

In this round of monitoring, there were 7 long term substitutes, as follows: 3 at Holland Elementary; 1 at Marshall Elementary; 2 at Dorchester High School; and 1 at Charlestown High School. Of these seven (7), 1 at Dorchester High is enrolled in a special education program leading to certification. One at Charlestown High is near completion of certification requirements, and 1 has applied for certification. The remaining 4 were non-certified. With the exception of the Charlestown High School Resource Room, all long term substitutes were in substantially separate, low-incidence special education classes. Long term substitute coverage ranged from a maximum period of 8 months to a minimum period of 4 weeks.

Further, it was found that there were 6 non-certified short term substitutes on the days of the site visits, as follows: 2 at

Charlestown High; 1 at Dorchester High; 1 at Brighton High; 1 at Kent Middle; and 1 at the Holland Elementary. In 1 class each, at the Marshall Elementary and Dorchester High, there was no substitute for the day of the teacher's absence. Only 1 of the substitutes had special education certification. Of those classes cited in the February, 1984 monitoring, 2 still have substitutes. There is no longer a substitute in the Brighton High School Resource Room (Room 4S).

OBJECTIVE:

II. To determine whether out-of-district placements of special needs students are programmatically appropriate in consultation with the Director of Equal Educational Opportunity for assignment implications.

QUESTION: Is Boston Public Schools continuing to implement the Prima Facie Denial Action Plan, under 71B, Section 6, to address the over-representation of black students in 502.3 prototype?

METHODS:

Review of Boston Prima Facie Denial (PFD) 1982-83 Corrective Action Plan and on-going status reports.

SUPPORTIVE DOCUMENTATION:

Prima Facie Denial Action Plan.

MONITORING SITES:

Condon, Marshall and Holland Elementary; Lewenberg Middle; Brighton High.

FINDINGS:

The plan and status reports indicate that the majority of elements are in process and on schedule.

Each school district must develop a LAU Plan to describe its procedures of identifying the primary languages of all students. In addition, it must assess the language dominance and proficiency as well as achievement levels for insuring non-biased assessment of minority children referred for a Chapter 766 evaluation. LAU categories and steps represent the language proficiency levels of students and must be noted on the students' Individualized Education Plans.

1. While Boston has a LAU Plan and bilingual special education programs, it has experienced problems in obtaining current LAU categories and steps of bilingual students with special needs. At the following schools, Condon, Marshall, Holland, Lewenberg and Brighton, there were students whose Individualized Education Plans (IEPs) did not have current and/or complete information regarding the students LAU categories and steps (See Appendix 11).

CORRECTIVE ACTION:

Monitors have communicated this information to the Department of Student Support Services and have requested an update on individual students LAU categories and steps.

FINDINGS:

2. Efforts to recruit bilingual special education staff were impeded by the lack of a recruitment specialist from mid-September to mid-February. A major problem is the recruitment and hiring of qualified bilingual specialists, e.g., speech therapists, vision resource teachers, school psychologists and pupil adjustment counselors, as well as qualified bilingual special education teachers for those children from low incidence language groups who have special needs.

OBJECTIVE:

III. To determine whether out-of-district placements of special needs students are programmatically appropriate in consultation with the Director of Equal Educational Opportunity for assignment implications.

QUESTION: Where disproportionality has been cited through the prima facie denial procedures, are the Boston Public Schools appropriately reviewing and placing identified special education students in accordance with the Chapter 766 procedures?

METHODS:

The Division of Special Education will continue to determine over and under representation of minority students in all special education prototypes. Monitors will continue to review Boston's PFD Action Plan to assure that previously identified over-representation in 502.3 program prototypes are made for "compelling educational reasons".

SUPPORTIVE DOCUMENTATION:

Prima Facie Denial Action Plan and Status Reports

FINDINGS:

1. On March 30, 1984, the Department of Education cited Boston for over and under representation of minority students (See Appendix 4).
2. Boston, as part of its Action Plan, reviewed a total of 401 Black and Hispanic students in the 502.3 prototype. The Over/Under Representation Project has conducted a random record review of these cases and found that in 86% of the cases, students were placed for compelling educational reasons. Unresolved concerns in the remaining 14% continue to be addressed (See Appendix 3).

OBJECTIVE:

IV. To determine whether out-of-district placements of special needs students are programmatically appropriate.

QUESTION: Is Boston Public Schools appropriately placing identified Special Education students into substantially separate prototypes (502.3), especially Learning and Adaptive Behavior (L/AB) programs, in accordance with Chapter 766 procedures?

METHODS:

The Greater Boston Regional Office received and reviewed Boston Public Schools' submission of assurances that L/AB classroom enrollments are reviewed by Boston Public Schools for placement appropriateness for the 1983-84 school year.

SUPPORTIVE DOCUMENTATION:

Boston Public Schools' submission of update of L/AB program placements review process (See Appendices 1 and 2).

FINDINGS:

Boston has established procedures to ensure that placement of minority students in L/AB programs are for "compelling educational reasons", in accordance with C.71B, S.6.

To monitor the implementation of these procedures, Boston committed itself to use the PFD Checklist for all minority students at their original evaluation team meeting and for all re-evaluations of students placed in the L/AB programs. In addition, as part of Boston's Comprehensive Internal Program Review Process, developed pursuant to the Allen vs. McDonough state court case, Boston randomly reviewed case records of 25 L/AB students. While this review found no inappropriate placements, Boston acknowledged in an April 27, 1984 letter to the Department of Education that not all schools are following the newly established procedures. Therefore, a reminder to all schools has been distributed. The Department will continue to monitor these procedures and will request periodic updates from Boston.

Further, Boston is currently re-evaluating its educational, psychological and sociological assessments to ensure that they are culturally non-biased. Analysis of these assessments will be completed by June, 1984. Any changes will be implemented during the 1984-85 school year and in-service will be provided.

OTHER FINDINGS:

Have class size violations cited in the February 1984 Monitoring Report been corrected?

METHOD:

Teacher interviews

SUPPORTIVE DOCUMENTATION:

Not applicable

MONITORING SITES:

Mackey Middle, Brighton, Dorchester and Charlestown High

STATUS:

Of the 10 classes in 4 schools identified in the February, 1984 monitoring report as exceeding Chapter 766 Regulations for class size, 3 remain in non-compliance, 4 have been corrected, and 2 need further follow-up.

In addition, during the second round of monitoring (April, 1984), on-site visits and teacher interviews indicated that 1 resource room at the Marshall Elementary School exceeds regulatory requirements for class size. In addition, 1 L/AB class at Dorchester High School exceeds class size limits during its self-contained physical education class

See Chapter 766 monitoring standard, 12.5, for required corrective action (See Appendix 5). Boston will be required to submit an Action Plan for how it will remediate these non-compliance issues by July 9, 1984.

OTHER FINDINGS:

Were age span waivers submitted for 502.4 classrooms where the age range of students exceed 48 months?

METHOD:

Teacher interviews and student record reviews

SUPPORTIVE DOCUMENTATION:

Boston submitted waiver requests for those programs on November 1, 1984.

MONITORING SITES:

Dorchester, Charlestown, Brighton High, Lewenberg Middle and Condon and Kent Elementary Schools

STATUS:

Of the 12 classes in 3 schools (Brighton, Dorchester and Charlestown High) that had students with age span ranges exceeding the regulatory requirements, Brighton and Dorchester High age span waivers submitted by Boston were approvable (See Appendix 6). During the site visit to Charlestown High School, it was difficult to verify the age span waivers because the information submitted on them was incomplete and/or inaccurate. During this round of monitoring, age span waivers were also approved at the Kent and Condon Elementary Schools and the Lewenberg Middle School. Boston will be asked to resubmit its age span waivers for Charlestown High.

OTHER FINDINGS

Has the mixing of Spanish and Cape Verdean Special Education students in the bilingual resource room at the Condon been corrected?

METHOD:

Teacher interviews

SUPPORTIVE DOCUMENTATION:

Student's Individualized Educational Plans

MONITORING SITES

Condon School

STATUS:

The on-site visit to the Condon Elementary bilingual resource room indicates that the mixing of LAU categories A and B, Spanish and Cape Verdean special education students, continues to exist. See Chapter 766, Monitoring Standard 12.2, for required corrective action (See Appendix 10). Boston will be required to submit an Action Plan for how it will remediate this non-compliance issue by July 9, 1984.

OTHER FINDINGS:

Have facility violations at Brighton, Dorchester and Charlestown High and Mackey Middle cited in the February, 1984 report been corrected?

METHOD:

Interviews with teachers, principals/headmasters and on-site visits to classrooms

SUPPORTIVE DOCUMENTATION:

Not Applicable

MONITORING SITES:

Brighton, Dorchester and Charlestown High and Mackey Middle

STATUS:

On-site visits to the Brighton and Dorchester High Schools and

Mackey Middle indicated that 6 resource room teachers do not have classroom space provided which is at least comparable in all physical aspects to the average standards of regular education facilities. This problem was cited in the February 1984 report and has not been corrected (See Appendix 7). The space problem at Charlestown High School has been remediated. See Chapter 766 monitoring standard 12.5 for required corrective action (See Appendix 7). Boston will be required to submit an Action Plan for how it will remediate this non-compliance issue by July 9, 1984.

Appendix 1

Greater Boston Regional Education Center
The Commonwealth of Massachusetts
Department of Education

27 Cedar Street, Wellesley, Massachusetts 02181 431-7825

MEMORANDUM

TO: Tom Hehir, Manager
Department of Student Support Services

FROM: Pamela Kaufmann,
Regional Special Education Director

RE: Desegregation Monitoring Follow-up

DATE: April 10, 1984

1. Thank you for providing the space matrices and the listing of "High Incidence Programs" as well as a description of the new coding system. I am forwarding this information to Charlie Glenn, Bureau of Equal Educational Opportunity, for his review with respect to proposed 1984-85 assignment matrices.

2. You had indicated, at an earlier meeting, that Boston could provide information as to the utilization of the pool of 20 substitutes. I am now requesting from the Department of Student Support Services a summary as to how and where these substitutes have been utilized during the 1983-84 school year, how many are there, and efforts made for recruitment. Please indicate, where appropriate, which of these substitutes are now long-term subs and if they are certified.

3. In your 11/10/83 Memo (see attached) Boston had committed itself to utilize the PFD checklist for all minority students in L/AB Programs at their original IEP Team meeting. A further commitment was made to utilize the PFD checklist for all re-evaluations of students placed in the L/AB Programs. It is my understanding that the CIPRP Team would pull a representative sample of the above types of cases during the CIPRP visit. Please provide this office with information, by school, as to how many original and re-evaluation cases of minority students placed in L/AB Programs have been reviewed by the CIPRP Team to date. (See p.282 of Volume II of February Desegregation Monitoring Report.)

4. Has the PFD checklist been used for all probable CRU submissions?

5. Given your new coding system, have you conducted an updated analysis of minority students placed in L/AB programs? If so, how

does this analysis effect your analysis contained in the 12/20/83 memo regarding L/AB Placements by race? Please advise.

6. Lastly, please provide me with an update as to the review of educational, sociological and psychological assessments to assure they are culturally non-biased.

I would appreciate a response from you by April 25, 1984. Your cooperation is appreciated.

PK/mjc

Attachment

cc: Marie Lindahl ✓
Ken Caldwell ✓

Appendix 1

THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

STUDENT SUPPORT SERVICES

RECEIVED

NOV 15 1983

BOSTON REGIONAL CENTER
DIVISION OF SPECIAL EDUCATI

MEMORANDUM

TO: Pamela Kaufman

FROM: Thomas Hehir

DATE: November 10, 1983

SUBJECT: Learning Adaptive Behavior (L/AB Placements)

The following actions will be taken to address the State Department of Education's concerns regarding the apparent over-representation of minority students in L/AB programs.

1. The PFD checklist will be used for all minority students at their original Individual Education Plan team meeting.
2. The PFD checklist will be used for all reevaluations of students placed in the L/AB program.
3. The PFD checklist will be used for all probable Central Review Unit submissions.
4. The Department of Student Support Services will develop new and modified service delivery models within the L/AB program. We will explore the use of less restrictive options for serving students exhibiting behavioral and emotional difficulties. Currently, we have requested a change of codes from the Department of Implementation. This change will allow us to serve L/AB students within the less restrictive prototype. Currently, we are only allowed to assign students into the L/AB program with a 502.4 prototype. The implementation of new models will include a teacher training component.
5. Senior Level Advisors will review all L/AB placements recommendations since last May. This will be reported in the following manner:
   a. L/AB placement recommendations by level, by race
   b. Actual L/AB placement by level, by race.

   This activity will be completed by December 9, 1983 and forwarded to you.
6. Central Review Unit submissions for L/AB placement will be screened to assure that alternative strategies such as counseling or therapy have been attempted prior to placement in L/AB prototype.

7. The Over/Under Representation Project will investigate assessments used in educational, sociological and psychological evaluations to assure they are culturally non-biased. A list of tests will be completed by the summer of 1984. Inservice will be conducted for appropriate personnel during the 1984-85 school year. The use of these assessment instruments citywide will commence during the 1985-86 school year.

I believe that these actions will assure that the rights of minority students to be served in least restrictive alternatives will be protected.

If you require further information, I will be glad to provide it.

jg

cc. K. Caldwell

Appendix 1

THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

STUDENT SUPPORT SERVICES

MEMORANDUM

TO: Pamela Kaufman
FROM: Thomas Hehir
DATE: December 20, 1983
RE: LAB Placement Analysis By Race

In response to the DOE concerns regarding the disproportionate number of black students placed in LAB programs, my staff conducted an analysis of CRU placements from May 1, 1983 to November 10, 1983. This analysis shows both CRU recommended placements as well as actual placements:

RACE	RECOMMENDED	%	CURRENTLY PLACED	%
Black	85	51%	71	59%
White	67	40%	40	33%
Hispanic	12	7%	7	5%
Oriental	1	.6%	1	.8%
TOTAL	165		119	

The discrepancy between recommended prototype and actual assignment occurs for several reasons. These include the unwillingness of an over 16 year old to attend school, rejected plans which resulted in a different prototype and inability to locate students. The discrepancy is greatest at the High School level.

The current racial composition of the Boston Public School's is 48% black, 28% white, and 23% other minority. As you can see the recommendation of the CRU for placement exceeds the systems black enrollment by 3%, actual placement by 11%. Recommendations for white students exceed the systemwide enrollment by 12% with actual enrollment exceeding systemwide by 5%. There appears to be a significant underrepresentation of other minority students with only 6% of the L/AB Placements

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falling in this group as compared to a systemwide enrollment of 23%.

This data indicates that CRU is not placing a disproportionate number of black students in L/AB Programs. This disproportionality that currently exists is probaly due to past practices which may have identified a seemingly inordinate number of black students.

This data may change our original plan of action for dealing with this issue. I welcome your input. However, I will proceed as planned unless we agree on an alternative strategy.

cc: Kenneth Caldwell
Marie Lindahl
Ronda Goodale
Idola Williams
Cynthia Williams
Joyce O'Connor
Pat Walsh

Appendix 2

THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

STUDENT SUPPORT SERVICES

TO: Pamela Kaufmann

FROM: Thomas Hehir, Manager
Student Support Services

DATE: April 27, 1984

SUBJ: Desegregation Monitoring

The following is information you requested, regarding "desegregation monitoring". Per your agreement, this response is being provided by: April 27, 1984.

(1) Boston has utilized a pool of substitutes for compliance purposes during the 1982-1983 school year to address non-compliance issues, due to lack of staff. Usually, these substitutes are deployed to serve as aides until an aide can be budgeted. As many as 32 substitutes are deployed at any one time. Attached, is the list of school where these substitutes have been deployed. None of these are currently long term. Two are certified in special education. (See Attachment 1)

(2) Attached also is the special education substitute and aide recruitment plan and copies of advertisements put in the paper. Further, the Personnel Office and the Office of Equal Opportunity are recruiting this week at CEC and in the Washington area, colleges and universities. (See Attachment 2)

(3) The CIPRP Team has reviewed 25 L/AB originals and re-evaluations. No instances of inappropriate placement have been found. Attached, is Mr. Kalp's memo which breaks down the students by school. (See Attachment 3)

(4) An analysis of C.R.U. submissions reveals an inconsistent use of the PFD checklists, for CRU submissions. Therefore I have sent sent out a reminder to staff, which is attached. (See Attachment 4)

(5) The new coding system is not yet implemented for official enrollment print-outs. Therefore, an analysis of placement is not possible at this time. These are work print-outs, which have been generated by the Department of Implementation, which are being reviewed by the Senior Level Advisors and the Program Advisors, to determine the accuracy of the codes assigned to each student. Accurate print-outs should be available by the end of the month. When an accurate print-out is generated, we will do an analysis, which will be forwarded to you.

(6) The following is the status of our efforts to ascure non-biased assessments:

In order to assure that Boston utilizes culturally, non-biased educational, psychological and sociological assessments, Boston has committed itself, through the 1983-1984 Action Plan, to initiate a number of activities in this area. The overall thrust of Boston's activities is to examine and disseminate information on assessments currently being used in the system. Since all tests are biased in some way, the type of information necessary for all assessors is an understanding of when, and with what populations assessments are most appropriately used. Interpretation, administration and the use of informal tests are also important areas that may influence bias and assessments.

The first steps that Boston has initiated in the 1983-1984 school year, as part of its Action Plan, is to determine which formal assessments are currently being utilized. During the current year the following activities have been initiated:

(a) Educational

A Task Force, chaired by the Assistant to the Senior Level Advisor for Elementary Programs, was formed in October, 1983. Part of the Task Force's charge was to investigate suitable test instruments to use for educational assessments. The Educational Assessment Sub-Committee met between October, 1983 and March, 1984. A final report with formal recommendations will be presented to the Manager of Student Support Services in May, 1984.

Additionally, the Over/Under Representation Project staff has distributed survey forms to Middle and High School special education teachers. The purpose of the survey is to collect data on tests currently being used in the field. An analysis of this data will be completed in June, 1984, and a list of tests will be compiled.

(b) Psychological

A Committee has been formed and is chaired by the Director of Psychological Services. The Committee was formed in February, 1984. It was established for the purpose of developing a list of tests accompanied with descriptive narratives to be used by Boston Public School psychologists and educators. This Committee will not disband upon completion of its task. It will remain active, and be responsible.for the review and evaluation of new psychological test instruments as they become available.

(c) Sociological

During the 1982-1983 school year a Committee was established under the leadership of the Senior Advisor for Pupil Services to review and assess the procedures used by Boston in completing social assessments. At that time they developed the procedures and the format for conducting and reporting social assessments for Boston Public School students.

In the 1984-1985 school year, Boston will provide information to all assessors on the assessments used in the system. In-service will also be conducted on interpretation, administration and informal assessments.

Attachment 1

#2 During the 1983-1984 school year per diem subs have been deployed upon principals request or by Teacher Placement to Resource Rooms and 502.4 substantially separate classrooms in the following schools:

District 1	Garfield Hamilton Winship
District 2	Parkman Agassiz Lewis
District 3	Bates Sumner Mattahunt Kilmer Lyndon Lee R.G. Shaw
District 4	Channing Hemenway E. Greenwood Taylor Rogers Thompson Hyde Park
District 5	Fifield S. Greenwood Marshall Mather Ohearn Holmes Wilson Burke Dorchester
District 6	Dever Emerson Perry Winthrop Gavin McCormack
District 7	Hurley Quincy Warren Prescott Edwards
District 8	Otis
District 9	Jackson-Mann Wheatley English

2-84
Appendix 2

Attachment 2

SPED SUBSTITUTE TEACHER AND AIDE RECRUITMENT

The purpose of this plan is to outline a process designed to establish a special education substitute teacher and aide lists from which both long and short-term SPED teacher and aide assignments can be made by the Office of Personnel. The plan has been developed as a result of the difficulty experienced by the Boston Public Schools in recruiting sufficient numbers of special education certified and/or certifiable staff needed to provide classroom service as substitute teachers.

The following actions will be taken in accordance with the timelines noted:

Timeline	Action	Responsible Unit
May	. Letters to Universities	Office of Personnel
	. On-site recruitment at local colleges and universities	Department of Student Support Services and Office of Personnel
July	. Newspaper advertisements	Department of Student Support Services and Office of Personnel
August	. Newspaper advertisements	"
September	. Newspaper advertisements	"
	. Letters to Universities	"
	. On-site recruitment at local colleges and universities	"
October	. Newspaper advertisements	"
November	. Letter to universities	Office of Personnel
December	. On-site recruitment at local colleges and universities	Department of Student Support Services and Office of Personnel
	. Newspaper advertisements	"
January	. Newspaper advertisements	"
	. Letters to universities Sub recruitment drive	Office of Personnel Office of Personnel/Division of Employment Security
February	. Newspaper advertisements	Office of Personnel
March	. Sub recruitment drive	Office of Personnel/Division of Employment Security Department of Student Support Services
	. Newspaper advertisements	Office of Personnel

Appendix 2

THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

Please Post

Please Post

FEB 06 1984

BOSTON PUBLIC SCHOOLS
DEPARTMENT OF PERSONNEL AND LABOR RELATIONS
MANAGER
IDA WHITE

January 17, 1984

The School Committee of the City of Boston has substitute teaching positions available - Regular, Bilingual and Special Education --all grades, subjects and levels. Work in various parts of the City. Salary $45.00 for daily work; $50.00 for long term assignment.

Requirements:

1. Official transcript of bachelor's degree
2. A certificate of a Mantoux tuberculin skin test taken since 1977.
3. An application and two references (special reference forms available at time of application.
4. Completion and verification of a criminal record form.

COLLEGE SENIORS

College Seniors may work as substitute teachers upon presentation of a letter signed by the school's registrar which indicates:

1. current enrollment
2. in good standing in senior class
3. expected date of graduation

College seniors must also present Mantoux test, references and complete criminal record check.

Apply to:

Department of Personnel and Labor Relations
Teacher Placement Unit, 4th Floor
25 Court Street
Boston, MA 02108
726-6380

465

Appendix 2

THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

STUDENT SUPPORT SERVICES

MEMORANDUM

TO: Ida White

FROM: Kenneth G. Caldwell

DATE: August 12, 1983

SUBJECT: Newspaper Advertisement - SPED Positions

The purpose of this memorandum is to request your support and action by your staff for the submission of a newspaper advertisement announcing the availability of certain professional positions in the area of Special Education. This advertisement should be placed, as soon as possible, in the Boston Sunday Globe, the Boston Sunday Herald, the Bay State Banner, El Mundo and any other local newspaper which would be read by bilingual candidates.

This advertisement is being requested at this time for the following reasons:

1. to establish a pool of certified and qualified candidates for SPED vacancies now available or which will become available during the school year.
2. to serve as documentation of our efforts to recruit and hire certified staff. Such documentations shall be required by the State Department of Education as a part of the waiver process.
3. to identify as many certified substitute teachers as possible to fill both short-term and long-term SPED vacancies which will develop during the school year.

The attached advertisement should be approved and submitted for publication to the newspapers noted.

Encl.

KGC/rg

cc: V. McInnis
M. Vega

THE SCHOOL COMMITTEE OF THE CITY OF BOSTON
Professional Positions

SPECIAL EDUCATION
(Massachusetts Certification Required)

- DAILY SUBSTITUTES - All certification/approval areas
  (Salary for Substitues: $45.00 per day -
  after 30 school days increases to $50.00 per day)

- TEACHERS OF CHILDREN WITH SEVERE SPECIAL NEEDS

- TEACHERS OF CHILDREN WITH MODERATE SPECIAL NEEDS

- BILINGUAL SPECIAL EDUCATION TEACHERS

- SPEECH AND LANGUAGE THERAPISTS

Salary Range: $14,733 - $28,531 - dependent upon educational background, experience and collective bargaining agreements

- SPECIAL EDUCATION FEDERAL PROJECT MANAGER (full time)
  Responsible for preparation and management of federal special education budgets. Twelve-month, federally-funded position.

- SPECIAL EDUCATION EVALUATION UNIT LEADER (half time)
  Responsible for evaluation of special education projects. Twelve-month, federally-funded position.

- EARLY IDENTIFICATION OF BLIND/VISUALLY-IMPAIRED CHILDREN-CONSULTANT (part-time)
  Responsible for identifying blind/visually-impaired Boston children (age 0-3 years) and to assist in program planning. Certification in moderate special needs and sensory-vision. Federally funded position.

All applications for SUBSTITUTE positions should be made to:

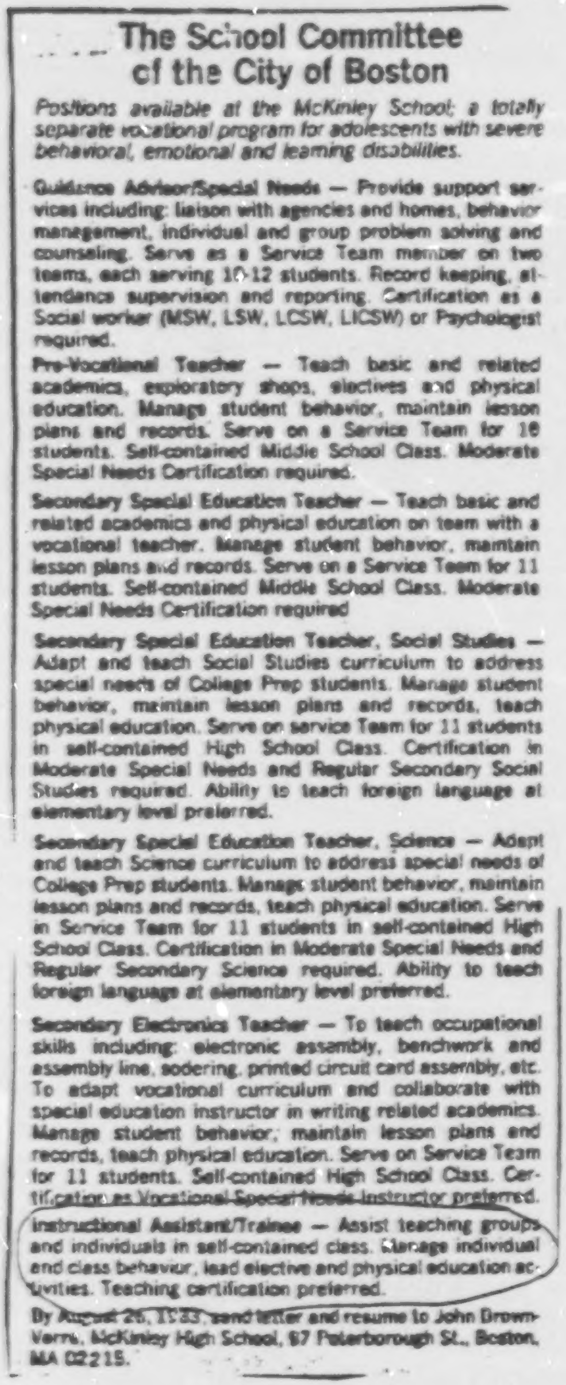
Office of Teacher Placement
26 Court Street - 4th Floor
Boston, Ma Telephone 726-6200, ext 5635

All other applications, resumes and proofs of certification should be forwarded as soon as possible to:

Department of Student Support Services
26 Court Street - 7th Floor
Boston, MA Telephone726-6200 ext 6900

AN AFFIRMATIVE ACTION EMPLOYER

Appendix 2



The School Committee of the City of Boston

Positions available at the McKinley School; a totally separate vocational program for adolescents with severe behavioral, emotional and learning disabilities.

Guidance Advisor/Special Needs — Provide support services including: liaison with agencies and homes, behavior management, individual and group problem solving and counseling. Serve as a Service Team member on two teams, each serving 10-12 students. Record keeping, attendance supervision and reporting. Certification as a Social worker (MSW, LSW, LCSW, LICSW) or Psychologist required.

Pre-Vocational Teacher — Teach basic and related academics, exploratory shops, electives and physical education. Manage student behavior, maintain lesson plans and records. Serve on a Service Team for 10 students. Self-contained Middle School Class. Moderate Special Needs Certification required.

Secondary Special Education Teacher — Teach basic and related academics and physical education on team with a vocational teacher. Manage student behavior, maintain lesson plans and records. Serve on a Service Team for 11 students. Self-contained Middle School Class. Moderate Special Needs Certification required

Secondary Special Education Teacher, Social Studies — Adapt and teach Social Studies curriculum to address special needs of College Prep students. Manage student behavior, maintain lesson plans and records, teach physical education. Serve on service Team for 11 students in self-contained High School Class. Certification in Moderate Special Needs and Regular Secondary Social Studies required. Ability to teach foreign language at elementary level preferred.

Secondary Special Education Teacher, Science — Adapt and teach Science curriculum to address special needs of College Prep students. Manage student behavior, maintain lesson plans and records, teach physical education. Serve in Service Team for 11 students in self-contained High School Class. Certification in Moderate Special Needs and Regular Secondary Science required. Ability to teach foreign language at elementary level preferred.

Secondary Electronics Teacher — To teach occupational skills including: electronic assembly, benchwork and assembly line, sodering, printed circuit card assembly, etc. To adapt vocational curriculum and collaborate with special education instructor in writing related academics. Manage student behavior; maintain lesson plans and records, teach physical education. Serve on Service Team for 11 students. Self-contained High School Class. ~~Certification as Vocational Special Needs Instructor preferred.~~

Instructional Assistant/Trainee — Assist teaching groups and individuals in self-contained class. Manage individual and class behavior, lead elective and physical education activities. Teaching certification preferred.

By ~~August 26, 1983,~~ send letter and resume to John Brown-Verne, McKinley High School, 97 Peterborough St., Boston, MA 02215.

Appendix 2

THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

Positions available at the McKinley School, a totally separate vocational program for adolescents with severe behavioral, emotional and learning disabilities.

Guidance Advisor/Special Needs — Provide support services including liaison with agencies and homes, behavior management, individual and group problem solving and counseling. Serve as a Service Team member on two teams, each serving 10-12 students. Record keeping, attendance supervision and reporting. Certification as a Social Worker (MSW, LSW, LCSW, LICSW) or Psychologist required.

Prevocational Teacher — Teach basic and related academics, exploratory shops, electives and physical education. Manage student behavior, maintain lesson plans and records. Serve on a Service Team for 10 students. Self-contained Middle School Class. Moderate Special Needs Certification required.

Secondary Special Education Teacher — Teach basic and related academics and physical education on team with a vocational teacher. Manage student behavior, maintain lesson plans and records. Serve on Service Team for 11 students. Self-contained High School Class. Moderate Special Needs Certification required.

Secondary Special Education Teacher, Social Studies — Adapt and teach Social Studies curriculum to address special needs of College Prep students. Manage student behavior, maintain lesson plans and records, teach physical education. Serve on service team for 11 students in self-contained High School Class. Certification in Moderate Special Needs and Regular Secondary Social Studies required. Ability to teach foreign language at elementary level preferred.

Secondary Special Education Teacher, Science — Adapt and teach Science curriculum to address special needs of College Prep Students. Manage student behavior, maintain lesson plans and records, teach physical education. Serve on Service Team for 11 students. Self contained High School Class. Certification in Moderate Special Needs and Regular Secondary Science required. Ability to teach foreign language at elementary level preferred.

Secondary Electronics Teacher — To teach occupational skills including electronic assembly, benchwork and assembly line, soldering, printed circuit card assembly, etc. To adapt vocational curriculum and collaborate with special education instructor in writing related academics. Manage student behavior, maintain lesson plans and records, teach physical education. Serve on Service Team for 11 students. Self-contained High School Class. Certification as Vocational Special Needs Instructor preferred.

Instructional Assistant/Trainer — Assist teaching groups and individuals in self-contained class. Manage individual and class behavior, lead elective and physical education activities. Teaching certification preferred.

By August 25, 1983, send letter and resume to John Brown-Verna, McKinley High School, 97 Peterborough St., Boston, MA 02215.

THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

Positions available at the McKinley School: a totally separate vocational program for adolescents with severe behavioral, emotional and learning disabilities.

GUIDANCE ADVISOR/SPECIAL NEEDS — Provide support services including: liaison with agencies and homes, behavior management, individual and group problem solving and counseling. Serve as a Service Team member on two teams, each serving 10-12 students. Record keeping, attendance supervision and reporting. Certification as a Social Worker (MSW, LSW, LCSW, LICSW) or Psychologist required.

PROVOCATIONAL TEACHER — Teach basic and related academics, exploratory shops, electives and physical education. Manage student behavior, maintain lesson plans and records, serve on a Service Team for 10 students. Self-contained Middle School Class. Moderate Special Needs Certification required.

SECONDARY SPECIAL EDUCATION TEACHER — Teach basic and related academics and physical education on team with a vocational teacher. Manage student behavior, maintain lesson plans and records. Serve on Service Team for 11 students. Self-contained High School Class. Moderate Special Needs Certification required.

SECONDARY SPECIAL EDUCATION TEACHER, SOCIAL STUDIES — Adapt and teach Social Studies curriculum to address special needs of College Prep students. Manage student behavior, maintain lesson plans and records, teach physical education. Serve on Service Team for 11 students in self-contained High School Class. Certification in Moderate Special Needs and Regular Secondary Social Studies required. Ability to teach foreign language at elementary level preferred.

SECONDARY SPECIAL EDUCATION TEACHER, SCIENCE — Adapt and teach Science curriculum to address Special Needs of College Prep students. Manage student behavior, maintain lesson plans and records, teach Physical Education. Serve on Service Team for 11 students. Self-contained High School Class. Certification in Moderate Special Needs and Regular Secondary Science required. Ability to teach foreign language at elementary level preferred.

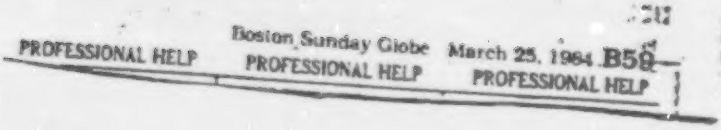
SECONDARY SPECIAL EDUCATION TEACHER, MATH — Adapt and teach the full ranges of high school math curriculum to address special needs to College Prep students. Manage student behavior, maintain lesson plans, and records, teach physical education. Serve as a Service Team member for 11 students in a self-contained high school class. Certification in Moderate Special Needs and Secondary Math required. Ability to teach foreign language at elementary level preferred.

SECONDARY ELECTRONICS TEACHER — To teach occupational skills including: electronic assembly, benchwork and assembly line soldering, printed circuit card assembly, etc. To adapt vocational curriculum and collaborate with special education instructor in writing related academics. Manage student behavior, maintain lesson plans and records, teach physical education. Serve on Service Team for 11 students. Self-contained High School Class. Certification as Vocational Special Needs Instructor preferred.

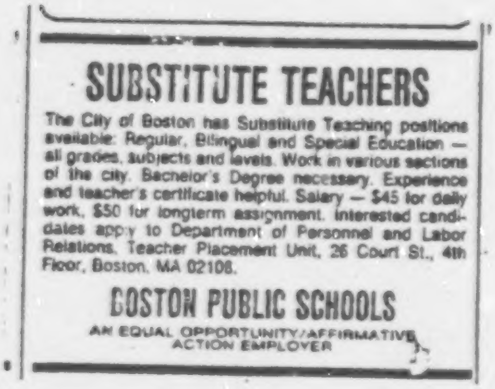
By September 1, 1983, send letter and resume to John Brown-Verne, McKinley High School, 97 Peterborough Street, Boston, MA 02215.

PERSONS WHO ARE FIRST HIRED ON OR AFTER JUNE 29, 1982 ARE SUBJECT TO CITY OF BOSTON RESIDENCY ORDINANCE.

Appendix 2



PROFESSIONAL HELP Boston Sunday Globe March 25, 1984 B59 PROFESSIONAL HELP PROFESSIONAL HELP



SUBSTITUTE TEACHERS

The City of Boston has Substitute Teaching positions available: Regular, Bilingual and Special Education — all grades, subjects and levels. Work in various sections of the city. Bachelor's Degree necessary. Experience and teacher's certificate helpful. Salary — $45 for daily work, $50 for longterm assignment. Interested candidates apply to Department of Personnel and Labor Relations, Teacher Placement Unit, 26 Court St., 4th Floor, Boston, MA 02108.

BOSTON PUBLIC SCHOOLS

AN EQUAL OPPORTUNITY/AFFIRMATIVE
ACTION EMPLOYER

Appendix 2

Attachment 3

THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

BOSTON PUBLIC SCHOOLS
[illegible]

April 23, 1984

MEMORANDUM

TO: Tom Hehir, Manager

FROM: Dick Kalp, Program Advisor, Compliance

SUBJECT: Analysis of CIPRP Folders

As you requested, I have researched my files in order to determine the number of folders that the CIPRP teams have reviewed that specifically involve minority students in substantially separate LAB classes whose current IEPs are either originals or re-evaluations.

The following lists the number of students by school.

Marshall	1	Lyndon	3
Madison Park	2	Hyde Park High	1
Dorchester High	1	Lewenberg	2
Dever	2	Edison	1
McKinley	6	South Boston High	1
Warren Prescott	2	M. Curley Middle	1
Jeremiah E. Burke	1	Otis	1
		TOTAL	25

If you have any questions I am available.

Appendix 2

THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

Attachment 4

STUDENT SUPPORT SERVICES

April 26, 1984

TO: Heads of Department and E.T.L.'s

FROM: Thomas Hehir, Manager
Student Support Services

RE: PFD Requirements for new CRU submissions
and .4 LAB reevaluations

A random review of CRU submissions indicated that many of the educational plans submitted for minority students did not include a designated minority representative on the plan.

All new CRU submissions for minority students require that you include a minority representative and that the PFD team complete the PFD sheet at the school. New includes any recommended prototype changes. All .4 LAB reevaluations also require a PFD team and a minority representative.

You are not required to send the PFD sheet as part of your CRU submission, but the front page of the educational plan should include a minority representative signature.

Please see enclosed PFD reference sheets.

For any further questions or clarifications regarding this memo, please contact Idola Williams or Ronda Goodale at 726-6200, x5955.

fz

Enclosure

Appendix 2

January 12, 1984

TO: ETL's

FROM: Thomas Hehir, Manager
Student Support Services

RE: PFD Requirements

The state department has raised concerns with the Boston Public Schools regarding the disproportionate number of minorities placed in L/AB programs. Student Support Services as part of the Over/Under Representation effort has agreed to initiate and continue the following activities as of February 1, 1984.

1. NEW The PFD checklist will be used for all reevaluations of students placed in the L/AB program.

2. ONGOING The PFD checklist will be used for all NEW Central Review Unit submissions.

All of the other PFD activities will also continue (see revised enclosed PFD reference sheet).

If there are any questions regarding these procedures, please contact Idola Williams or Ronda Goodale at 726-6200, extension 5955.

Thank you for your professional cooperation.

fs

Enclosure

cc: Kennth G. Caldwell
Headmasters
Principals

Over/Under Representation Project

ETL REFERENCE SHEET

I Minority Student Placement Review

A PFD Team (chaired by the ETL) that includes minimally, an appropriate minority representative, a special educator, and regular educator will conduct reviews and reevaluations using the PFD Checklist for:

A) NEW - - all reevaluations of students placed in the L/AB programs.

B) ONGOING - - minority (black and Hispanic) students newly placed in the 502.3 prototype during the 1982-1983 school year.

C) ONGOING - - any minority student in the 502.3 prototype not previously reviewed using PFD criteria and with minority representation.

D) ONGOING - - all reevaluations of minority students in the 502.3 prototype

E) ONGOING - - all minority students referred to the Central Review Unit for all new placements.

If PFD requirements have not been met, indicate on the form which ones and reschudule within two months a review that complies with all PFD requirements.

If all PFD requirements have been satisfied, indicate it in the appropriate space and proceed with the regularly scheduled review/reevaluation.

II Monthly Referral Report

Data on referrals and PFD Team review/reevaluations must be submitted monthly by ETL's to the Over/Under Representation Project. This report is due at the same time monthly Compliance Data Management Reports are submitted. A copy is enclosed; additional copies will be sent directly to your school.

If there are any questions, or for further clarification please contact Idola Williams or Ronda Goodale at 726-6200, extension 5955. Thank you for your continued professional cooperation.

PRIMA FACIE DENIAL CRITERIA CHECKLIST

School ______________________ District ______________________
Student ______________________ D.P. # ______________________
Race ______________ Lau STEP __________ Prototype ______________________
ETL/SEDH ______________________ Minority Representative ______________________
Regular Education Teacher ______________________ SPED Teacher ______________________
Date ______________________

	Yes	No	Date Criteria Met	Comments
Have all PFD requirements been met?				
If not, Answer A through I. Before proceeding with review with minority representation, all criteria must be met.				
A. Language dominance and proficiency testing completed prior to other testing for limited English proficient children.				
B. Prereferral modifications attempted and documented with results of each modification.				
C. Appropriate assessments conducted which were as free as possible from cultural and linguistic bias.				
D. Composition of the Evaluation TEAM met requirements of Sections 311.0, 312.0 and 313.0 (Refer to 766 Regulations pp. 19-21.)				
E. Interpreter was present when primary language of parent or student was other than English.				
F. Forms and notices to parent were in primary language of parent.				
G. IEP included specific criteria for movement to less restrictive program.				
H. IEP and placement were based on the results of the assessments.				
I. Progress reports prepared as required and show that child has made progress in achieving goals in IEP.				

Appendix 3

[illegible] School District Date 1983-84

Submitted by: Greater Boston Regional Regional Center Date 4/2/84

Contract [illegible] Issue #

Issue # 1 Objective # 1-7

MINORITY STUDENT PLACEMENT REVIEW

Corrective action or Objective is:

___ 1. Implemented/Completed
X 2. In process - on schedule
___ 3. In process - behind schedule (Describe below)
___ 4. Not implemented or insufficient action taken to date (Describe below)
___ 5. Other (Specify) ____________

Activities with: Completion Date; Person(s) Responsible	Evidence of Completion; District's Monitoring/ Evaluation Activities	Findings; Required Corrective Action	Status of PFD Objective; Recommendations

1.1 From October 1983 to May 1984, a team meeting will be conducted for black and Hispanic students newly placed in the 502.3 prototype during school year 1982-83, and any student in the 502.3 prototype who has not been previously reviewed using PFD criteria or a minority representative. The review will comply with PFD criteria and will be conducted by a PFD Team (chaired by the ETL) that includes minimally, an appropriate minority representative, a special educator, and regular educator. In addition, a PFD team will be required for all reevaluations of minority students in the 502.3 prototype. Documentation will be made available to GBREC in February and July, 1984.

Persons responsible: ETL's

1.1 -- In Process -- On Schedule

Between September and December 1983, a total of 401 Black and Hispanic students were reviewed by PFD teams.

1.2 From October 1983 to April 1984, the Over/Under Representation Project will conduct random reviews of 502.3 minority students. The focus of the reviews will be schools where statistics from October 1982 to April 1983 indicate an increase of at least three students in the 502.3 prototype (Attachment 1). Documentation will be made available to GBREC in February and July, 1984.

Persons responsible: Over/Under Representation Project

1.3 The Over/Under Representation Project will randomly review 502.2 Hispanic students in schools where there was an increase of at least three Hispanic students in the 502.2 prototype during the 1982-1983 school year (Attachment 1). Documentation will be made avcilable to GBREC in February and July, 1984.

Persons responsible: Over/Under Representation Project

1.4 From November 1983 to April 1984, random folder reviews will be conducted for all students citywide with the Comprehensive Internal Program Review Process. The focus

1.2 and 1.3 - In Process - On Schedule

The Over/Under Representation Project staff conducted site visits in 15 schools between October and December, 1983. Included were 10 elementary schools, four middle schools, and one high school. A total of 42 random folder reviews were conducted in these schools. The following chart shows the status of reviewed folders:

Number	Reviewed Folders	Percentage
20	No PFD Concerns	48
16	PFD Corrected	38
6	Unresolved Concerns	14
42	Totals	100

Recommendation: Boston shall identify the unresolved concerns and provide an explanation of how they are being addressed including a status report on steps taken to date.

1.4 - In Process - On Schedule

In random folder reviews that have surfaced during CIPRP visits to 20 schools, bilingual concerns surfaced in 55% of the schools. The PFD Project staff wrote that: "The following list includes PFD issues that have surfaced during CIPRP in the 74 folder reviews that included PFD issues. The concerns are currently being addressed by each school's remedial plan.

Recommendation: The PFD Project staff may wish to inform the CIPRP Team Leader before CIPRP visits of the schools that have been cited for over-representation of black and Hispanic students in the 502.2 and 502.3 prototypes. The PFD staff may present PFD findings at the time the CIPRP team is preparing the reports at the schools; and [illegible] Department of Education [illegible] ACTION [illegible]

School District ACTION PLAN (Continued)		Regional Center REPORT (Continued)	
Activities with: • Completion Date • Person(s) Responsible	• Evidence of Completion • District's Monitoring/Evaluation Activities	• Findings • Required Corrective Action	• Status of PFD Objective • Recommendations

1.2 From October 1983 to April 1984, the Over/Under Representation Project will conduct random reviews of 502.3 minority students. The focus of the reviews will be schools where statistics from October 1982 to April 1983 indicate an increase of at least three students in the 502.3 prototype (Attachment 1). Documentation will be made available to GBREC in February and July, 1984.

Persons responsible: Over/Under Representation Project

1.3 The Over/Under Representation Project will randomly review 502.2 Hispanic students in schools where there was an increase of at least three Hispanic students in the 502.2 prototype during the 1982-1983 school year (Attachment 1). Documentation will be made available to GBREC in February and July, 1984.

Persons responsible: Over/Under Representation Project

1.4 From November 1983 to April 1984, random folder reviews will be conducted for all students citywide with the Comprehensive Internal Program Review Process. The focus

1.4 (Cont.)

may develop a system for ensuring PFD findings are included in the reports and addressed in the schools' Corrective Action Plans.

of these reviews will be to monitor whether the PFD Checklist has been utilized for 502.3 (black and Hispanic) minority students. Evaluation will be a report for each school on their PFD status. Documentation will be submitted to GBREC in February and July, 1984.

Persons responsible: Over/Under Representation Project and Compliance Unit

1.5 Since the use of the PFD Checklist has proved effective from 1979-1983 in reviewing appropriate placements for 502.3 minority students, the use of the PFD Checklist is recommended for minority students referred to the CRU for new 502.4, 502.5, or 502.6 placements.

From October 1983 to May 1984, a PFD Team will be required for all minority students referred to the Central Review Unit for all new placements.

In addition, during the Comprehensive Internal Program Review Process, folders of 502.4 minority students will be targeted for review in all schools monitored during the 1983-1984 school year. This will establish compliance

1.5 -- To be Monitored - Spring 1984

Recommendation: The PFD staff may wish to remind the CIPRP Team Leader at the time of CIPRP case study selection that folders of minority students referred to the CRU for new 502.4 placements be checked to ensure they contain a PFD checklist and that a PFD team was used.

consistency for the independent monitors and the PFD Team. A summary prepared by Project staff on CIPRP reviews of 502.4 minority students will be submitted in May, 1984.

Persons responsible: Over/Under Representation Project

1.6 Principals will be informed in September and October 1983 inservice about all PFD requirements. ETL's will receive inservice in September 1983 which outlines PFD criteria, the appropriate form and all PFD requirements. Documentation will be be submitted to GBREC in February, 1984.

Persons responsible: Over/Under Representation Project

1.7 Documentation will be made available to GBREC for all PFD Team meetings and Over/Under Representation folder reviews in February and July, 1984 which includes the following: a) the status and prototypes of all reviewed students, b) the names, race, role of PFD Team members, and c) an analysis of responses to PFD criteria.

Persons responsible: PFD Team, Over/Under Representation Project

1.6 - Implemented/Completed

In-service about PFD requirements were held for ETLs on:

Elementary - 9/14/83
High School- 9/13/83
Middle - 9/15/83

Principals received in-service during September or October 1983.

To be monitored - Spring 1984

Appendix 4

Division of Special Education

The Commonwealth of Massachusetts
Department of Education

1385 Hancock Street, Quincy, Massachusetts 02169

March 30, 1984

Dr. Robert R. Spillane
Superintendent of Schools
Boston Public Schools
26 Court Street
Boston, Massachusetts 02108

Dear Superintendent Spillane:

As you know the Department of Education is required under Chapter 71B, Section 6 of the General Laws to review annually placement statistics of minority children in special education. The Department has completed its review of the October 1, 1983 *School System Summary Report* for all school districts. Based on the statistics you submitted to the Department, there continues to be an indication of disproportionate enrollments of minority children in certain special education programs. This year we have attached a table showing enrollment data for 1982 as well as 1983 which contrasts the rates of special education placements for white and minority children by program. This new format should assist you in the analysis of placement trends in your district.

Under the law, disproportionate placements are called *prima facie* denial. A citation for *prima facie* denial is not intended to imply that your district has discriminated against minority children in special education placements. Rather, this analysis points out a situation which "on the face of it" requires closer attention. You have chosen to develop an action plan to assure that all of the required procedures are in place. The elements of that action plan are reasonable steps any district that serves bilingual and/or minority students should take. We acknowledge and do appreciate the energy that your district has invested in attending to this situation.

At this point in time, the Department will continue to monitor your action plan during the next year. Department staff members will assist in making any necessary modifications to that plan based on recent monitoring reports.

If you have additional questions or need assistance with your action plan, please contact your Regional Center. We are pleased to assist you in providing appropriate services to all children with special needs.

Sincerely,

Roger W Brown

Roger W. Brown
Associate Commissioner

cc: School Committee Chairperson
Commissioner John H. Lawson
Regional Center Director
Regional Special Education Director

Appendix 4

SCHOOL DISTRICT BOSTON

COMPARISON OF SPECIAL EDUCATION ENROLLMENT RATES

RACIAL GROUP	TOTAL ENROLLMENT	SPECIAL EDUCATION ENROLLMENT						SPECIAL EDUCATION ENROLLMENT RATES									
				502.1		502.2		502.3		502.4		502.4(1)		502.5		502.	
		Stds	Rate	Stds	Rate	Stds	Rate	Stds	Rate	Stds	Rate	Stds	Rate	Stds	Rate	Stds	
BLACK	1982 29,411	6622	(+.5) 22.5	504	7.6	238	36.1	1477	+4.2) 22.3	1626	24.6	120	1.8	373	(-1.9) 5.6	23	(
	1983 28,524	651	22.9	433	(-.4) 6.6	234	36.0	1420	(+3.1 21.8	1590	24.4	159	(-.4) 2.4	485	(-2.1) 7.4	23	(
HISPANIC	1982 8930	167	18.7	84	(-2.5) 5.0	682	(+1.0) 40.8	374	(+4.3 22.4	407	24.4	23	(-.3) 1.4	54	(-4.3) 3.2	6	(
	1983 9557	175	18.3	94	(-1.6) 5.4	688	(+.8) 39.2	412	(+4.8 23.5	408	23.3	62	3.5	68	(-5.6) 3.9	6	(
WHITE	1982 20,792	381	18.4	359	9.4	1262	33.2	576	15.1	1036	27.1	79	2.1	359	9.4	25	
	1983 16921	339	20.0	294	8.7	108	32.0	530	15.6	833	24.6	118	3.5	403	11.9	22	

NOTES

1. EACH CELL ABOVE IS DIVIDED BY A BROKEN LINE: THE ENROLLMENT FIGURES IN THE TOP HALF REPRESENT THOSE REPORTED (THE OCTOBER 1, 1982 SCHOOL SUMMARY REPORT -- THE ENROLLMENT FIGURES IN THE BOTTOM HALF REPRESENT THOSE REPORTED THE OCTOBER 1, 1983 SCHOOL SUMMARY REPORT.
2. SPECIAL EDUCATION ENROLLMENT RATE EQUALS NUMBER OF STUDENTS ENROLLED IN SPECIAL EDUCATION DIVIDED BY TOTAL ENROLLMENT TIMES 100.
3. PROTOTYPE ENROLLMENT RATE EQUALS NUMBER OF STUDENTS IN PROTOTYPE DIVIDED BY TOTAL NUMBER OF STUDENTS IN SPECIAL EDUCATION TIMES 100.
4. STDS: NUMBER OF STUDENTS.

* SUBSTANTIAL DISPROPORTIONALITY.

MASSACHUSETTS SPECIAL EDUCATION MONITORING STANDARDS			REPORT (Continued)
STANDARD NO. 12 (Continued) Program Prototypes			
CRITERIA	ACCEPTABLE DOCUMENTATION	Code#	• Findings or Comments • Required Corrective Action • Recommendations
12.4 Age range of students in 502.4 classes does not exceed 48 months without a current waiver from the Regional Center. 502.4(c)	(Review of Regional Center records)		12.5 - Finding: The number of children in an instructional group exceeds the regulatory requirements for class size: Marshall Elem. - Rm. 103 RR (majority of time, 14 students; 18 students three periods a week) Dorchester High - Rm. 006 - L/AB (16 when all students show up; 12 on average for the physical education class) Required Corrective Action: Class size/teacher ratio must meet regulation requirements under 502. (b) (IV) and 502.4(b). Timeline: Immediately Person Responsible: Special Education Administrator
12.5 Class size does not exceed the limits of the regulations. For 502.2 & .3: up to 10 with 1 teacher up to 14 with 1 teacher, 1 aide up to 18 with 1 teacher, 2 aides Any higher limits only with the approval of the Regional Center 502.2(b)(iv) For 502.4: up to 8 with 1 teacher up to 12 with 1 teacher, 1 aide 502.4(b) Programs for 3 and 4 year olds operated by School Committee: Integrated: 15 children with teacher and aide (under 50% with special needs) 502.8(b) Subseparate: 6 children with teacher 9 children with teacher and aide 502.8(c)	(Review of Regional Center records)		

Appendix 6

Greater Boston Regional Education Center
The Commonwealth of Massachusetts
Department of Education

27 Cedar Street, Wellesley, Massachusetts 02181 431-7825

AGE SPAN WAIVER REQUESTS

Dorchester H.S. OSDC ESD Class	22 students	78 months
Dorchester H.S. OSDC SAR Class	17 students	81 months
Charlestown H.S. Multihandicapped		67 months
Charlestown H.S. OSDC SAR	18 students	63 months
Charlestown H.S. OSDC ESD	24 students	71 months
Brighton H.S. SAR, Room 221 a Mr. Robert Sampson	8 students	57 months
Brighton H.S. L/AB, Room 327 Jane Farrell, Teacher	12 students	75 months
Condon Developmental Day Care Ms. Shellie Nee, Teacher	5 students	50 months
Kent LD class	7 students	50 months
Lewenberg L/AB Cluster	8 students	54 months

MASSACHUSETTS SPECIAL EDUCATION MONITORING STANDARDS			REPORT (Continued)
STANDARD NO. 12 (Continued) Program Prototypes		Code#	• Findings or Comments • Required Corrective Action • Recommendations
CRITERIA	ACCEPTABLE DOCUMENTATION		
12.4 Age range of students in 502.4 classes does not exceed 48 months without a current waiver from the Regional Center. 502.4(c)	(Review of Regional Center records)	—	12.4 Finding: Age range exceeds 48 months in substantially separate L.D. class at South Boston High School. Required Corrective Action: Apply for a waiver from the Regional Center. Timeline: Immediately Person Responsible: Special Education Administrator
12.5 Class size does not exceed the limits of the regulations: For 502.2 & .3: up to 10 with 1 teacher up to 14 with 1 teacher, 1 aide up to 18 with 1 teacher, 2 aides Any higher limits only with the approval of the Regional Center 502.2(b)(iv) For 502.4: up to 8 with 1 teacher up to 12 with 1 teacher, 1 aide 502.4(b) Programs for 3 and 4 year olds operated by School Committee: Integrated: 15 children with teacher and aide (under 50% with special needs) 502.8(b) Subseparate: 6 children with teacher 9 children with teacher and aide 502.8(c)	(Review of Regional Center records)		

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MASSACHUSETTS SPECIAL EDUCATION MONITORING STANDARDS

AREA: FACILITIES

STANDARD NO. 17 The school committee provides instructional spaces for delivery of special education services which meet the needs of the children being served and the requirements of the regulations.

AUTHORITY: 508.1,.2,.3

CRITERIA	ACCEPTABLE DOCUMENTATION	Code Number
17.1 Special Education instruction areas are at least equal to those for regular education. 508.1	(On-site observation)	3
17.2 Special Education instructional areas are placed in areas which facilitate integration with regular education students and minimize stigmatization. 508.2 (a-c)		
17.3 Children with limited mobility have barrier free access to those areas of school buildings necessary for carrying out their IEPs. 508.3		

CRITERIA SUMMARY REPORT FOR STANDARD 17

CODE	DESCRIPTION	TOTAL
1	Commendable	
2	Implemented	
3	Partially Implemented	
4	Not Implemented	
0	Not Applicable	

- Findings or Comments
- Required Corrective Action
- Recommendations

17.1 - Finding - Mackey Middle School)

One room is shared by 2 Resource Room Teachers, 105A & 105C, with Title I teacher, 105B. The partitions used do not adequately block out noise within the instructional areas. The amount of space is inadequate for each Resource Room.

Room 101 is shared by 2 RR teachers with a partition. The partition used does not adequately block out noise within the instructional areas.

Required Corrective Action:

Develop plan for relocation or remediation of problems cited.

Timeline: Immediately

Persons Responsible: Special Education Administrator

Status: As of the April, 1984 on-site visit, this facility violation, cited in the February, 1984 monitoring report, had not been corrected.

MASSACHUSETTS SPECIAL EDUCATION MONITORING STANDARDS

AREA: FACILITIES

STANDARD NO. 17 The school committee provides instructional spaces for delivery of special education services which meet the needs of the children being served and the requirements of the regulations.

AUTHORITY: 508.1,.2,.3

CRITERIA SUMMARY REPORT FOR STANDARD 17

CODE	DESCRIPTION	TOTAL
1	Commendable	
2	Implemented	
3	Partially Implemented	
4	Not Implemented	
0	Not Applicable	

- Findings or Comments
- Required Corrective Action
- Recommendations

CRITERIA	ACCEPTABLE DOCUMENTATION	Code Number	
17.1 Special Education instruction areas are at least equal to those for regular education. 508.1	(On-site observation)	3	17.1 Finding: - Brighton H.S. Three Resource Room teachers do not have their own space for their program. Required Corrective Action: Each program should be given its own space with due regard for confidentiality and the needs of students and teachers. Timeline: Immediately Person Responsible: Special Education Administrator Status: As of the April, 1984 site visit, this facility violation, cited in the February 1984 monitoring report had not been corrected.
17.2 Special Education instructional areas are placed in areas which facilitate integration with regular education students and minimize stigmatization. 508.2 (a-c)			
17.3 Children with limited mobility have barrier free access to those areas of school buildings necessary for carrying out their IEPs. 508.3			

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MASSACHUSETTS SPECIAL EDUCATION MONITORING STANDARDS

AREA: FACILITIES

STANDARD NO. 17 The school committee provides instructional spaces for delivery of special education services which meet the needs of the children being served and the requirements of the regulations.

AUTHORITY: 508.1,.2,.3

CRITERIA	ACCEPTABLE DOCUMENTATION	Code Number
17.1 Special Education instruction areas are at least equal to those for regular education. 508.1	(On-site observation)	4
17.2 Special Education instructional areas are placed in areas which facilitate integration with regular education students and minimize stigmatization. 508.2 (a-c)		
17.3 Children with limited mobility have barrier free access to those areas of school buildings necessary for carrying out their IEPs. 508.3		

CRITERIA SUMMARY REPORT FOR STANDARD 17

CODE	DESCRIPTION	TOTAL
1	Commendable	
2	Implemented	
3	Partially Implemented	
4	Not Implemented	
0	Not Applicable	

- Findings or Comments
- Required Corrective Action
- Recommendations

17.2 - Finding: At Dorchester High L/AB class, room 117, is not located in an area which facilitates integration or minimizes stigmatization.

Required Corrective Action:

Ensure that the transitional L/AB class, room 117, is located in an area which facilitates integration with regular education students and minimizes stigmatization.

Timeline: September, 1984

Person Responsible: Special Education Administrator

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MASSACHUSETTS SPECIAL EDUCATION MONITORING STANDARDS

AREA: FACILITIES

STANDARD NO. 17 The school committee provides instructional spaces for delivery of special education services which meet the needs of the children being served and the requirements of the regulations.

AUTHORITY: 508.1,.2,.3

CRITERIA SUMMARY REPORT FOR STANDARD 17

CODE	DESCRIPTION	TOTAL
1	Commendable	
2	Implemented	
3	Partially Implemented	
4	Not Implemented	
0	Not Applicable	

- Findings or Comments
- Required Corrective Action
- Recommendations

CRITERIA	ACCEPTABLE DOCUMENTATION	Code Number	
17.1 Special Education instruction areas are at least equal to those for regular education. 508.1	(On-site observation)	4	17.1 - Finding: At the Marshall School, two Early Childhood classes share one large room, with two teachers and two aides. Required Corrective Action: Ensure that space provided is at least equal to those for regular education for these two classes. Timeline: September, 1984 Person Responsible: Special Education Administrator
17.2 Special Education instructional areas are placed in areas which facilitate integration with regular education students and minimize stigmatization. 508.2 (a-c)			
17.3 Children with limited mobility have barrier free access to those areas of school buildings necessary for carrying out their IEPs. 508.3			

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ADDITIONAL FINDINGS	• REQUIRED CORRECTIVE ACTION • RECOMMENDATIONS (OPTIONAL)
17.1 - The L/AB cluster programs are located in the Dorchester High School Annex. Even though there are two regular education classes located in this annex, the use of this annex for substantially separate L/AB programs encourages stigmatization.	Recommendation: Relocate these substantially separate L/AB Programs in an area which would minimize stigmatization.

Page ___ of ___

MASSACHUSETTS SPECIAL EDUCATION MONITORING STANDARDS

STANDARD NO. 15 (Continued) Progress Reports/TEAM Liaison

REPORT (Continued)

CRITERIA	ACCEPTABLE DOCUMENTATION	Code#	• Findings or Comments • Required Corrective Action • Recommendations
15.5 The Administrator of Special Education and other persons who review the progress of the child, retain and make available to the Regional Center a written record on each child which includes: a. a statement of the goals in child's IEP for the preceding year and the program component responsible b. a statement of whether the child achieved each goal 506.3	(Review of student records on-site)		15.7 - **Finding**: At Brighton High School, there was no evidence of progress reports written in the primary language of the home for one student. Required Corrective Action: Ensure that progress reports are written in the primary language of the home. Timeline: Immediately Person Responsible: Special Education Administrator
15.6 The progress report for each child states: a. the goals set by the TEAM in the IEP b. the time set to achieve them c. specifically describes in behavioral terms the progress child has made toward achieving those goals. 505.3	15.6 Copy of the district's progress reporting form (Review of student records on-site)		
15.7 Progress reports to parents are in the primary language of the home. 203.0	(Review of student records on-site)		

Page____of____

MASSACHUSETTS SPECIAL EDUCATION MONITORING STANDARDS

AREA: TEAM EVALUATION

STANDARD NO. 10

Completed IEP and Letter to Parent No later than ten days after the TEAM and the Administrator of Special Education complete the evaluation or re-evaluation or review and the new or amended IEP, or make a finding of no need for special education, the school committee sends to the parents two copies of the IEP accompanied by a written notice containing the required information or a statement that child does not need special education.

AUTHORITY 203.0, 210.0, 324.0, 325.0, 400.1

CRITERIA	ACCEPTABLE DOCUMENTATION	Code Number
10.1 Notice to parents contains the following: a. the right to meet within thirty days with actual date noted b. availability of all relevant papers for inspection c. right to an independent evaluation d. statement of options available to parent with self-addressed envelope e. explanation of appeals process f. statement that failure to respond within thirty days may result in further school committee action g. a place for parent to accept, reject or postpone the decision. 324.0, 325.0	10.1- 10.2 Copy of standard letter and other forms sent to parent when IEP is completed in all languages issued and the letter sent when there is a finding of no special needs (Review of student records on-site)	3
10.2 IEP and letter are in primary language of the home. 203.0		
10.3 If parent fails to respond, every effort is made to contact parent in their primary language and a record is kept of these efforts. 210.0	10.3 Description of procedures used when parent fails to respond including sample correspondence (Review of student records on-site)	
10.4 If parent rejects proposed IEP or rejects a finding of no special need, notice is sent to the Bureau of Special Education Appeals within five days. 400.1	(Review of Regional Center records)	

CRITERIA SUMMARY REPORT FOR STANDARD: 10

CODE	DESCRIPTION	TOTAL
1	Commendable	
2	Implemented	
3	Partially Implemented	
4	Not Implemented	
0	Not Applicable	

- Findings or Comments
- Required Corrective Action
- Recommendations

10.2 - Finding:

At Brighton High, while the letter to the parent was in the primary language of the home (Spanish), there was no evidence of the IEP translated into Spanish and sent to parent. ETL has requested translation, but none forthcoming. At the Lewenberg School, the IEPs of the French Haitian students are not translated in writing in the primary language of the home.

Required Corrective Action: Ensure that IEPs are written in the parents' primary language

Timeline: Immediately

Person Responsible: Evaluation Team Leader and Special Education Administrator

Page ____ of ____

MASSACHUSETTS SPECIAL EDUCATION MONITORING STANDARDS

AREA: SERVICES

STANDARD NO. 16 Parent Involvement in Child's Program The school committee makes every effort to elicit interest and encourage participation of child's parents (and student fourteen years and older) to greatest degree possible in the child's special education program.

AUTHORITY: 203.0, 505.0,.2

CRITERIA SUMMARY REPORT FOR STANDARD 16

CODE	DESCRIPTION	TOTAL
1	Commendable	
2	Implemented	
3	Partially Implemented	
4	Not Implemented	
0	Not Applicable	

- Findings or Comments
- Required Corrective Action
- Recommendations

CRITERIA	ACCEPTABLE DOCUMENTATION	Code Number	Findings or Comments / Required Corrective Action / Recommendations
16.1 At a minimum, efforts to involve parents include the following: a. parent consultation b. semi-annual meetings with teachers (quarterly out-of-district) c. semi-annual written progress reports (quarterly out-of-district) d. meeting with principal and special education administrator within five days of parent request e. parent permission before evaluation or placement 505.0	16.1 Copy of cover letter sent out with progress reports, if any, or other documentation of invitation to parents for consultation and meetings (Review of student records on-site)	4	16.2 - Finding: At the Marshall School, communication to the parent of one student, whose mother speaks French Haitian is not in the parent's primary language. Required Corrective Action: Ensure that communication to parent, written or oral, is in the parent's primary language. Timeline: Immediately Person Responsible: Special Education Administrator,
16.2 All contacts with parent, written and oral, are in the parent's primary language. 203.0		—	
16.3 The time, date and place of all conferences are arranged to be mutually convenient. 505.2			

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Appendix 9

THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

STUDENT SUPPORT SERVICES

Fran

Ci-16

MEMORANDUM

TO: Kenneth G. Caldwell, Senior Officer

FROM: David Noriega D.N.

DATE: March 8, 1984

SUBJECT: Bilingual Special Education Vacancies for 1984-85

Today, Mirna Vega and I met in order to project the Bilingual Special Education staff needs for the 1984-85 school year. We followed these criteria:

- attrition
- lack of appropriate certification
- expiration of 3-year waiver period
- lack of waiver approval
- movement to other positions
- creation of new positions

As indicated on the attached chart, there are nineteen (19) projected teacher vacancies and four (4) projected non-teacher vacancies. I will immediately contact the staff who need to submit documentation in order to ask them to forward it immediately to the Personnel Department.

In addition to the above projected vacancies, the availability of three (3) other staff is questionable now, because they might move out of State or opt out of special education.

Mirna Vega and Carlo Abrams will use this information during their recruitment effort at the C.E.C. Convention.

Please advise if you need additional information.

enc.

cc Tom Hehir
Mirna Vega
Carlo Abrams

26 COURT STREET • BOSTON, MASSACHUSETTS 02108 • 726-6200 AREA 617

Bilingual Special Education
Projected Vacancies, 1984-85

Appendix 9

District	School	Program	Lang	Reason	Comment
I	Tobin	Lang. Dev.	Sp.	Waiver Expired	Vacancy
	Winship	E.C.E.	Sp.	Moving	Questionable
II	M.E. Curley	L.D.	Sp.	No proof of enrollment	Vacancy
		L/AB	Sp.	to Regular Ed.	Vacancy
	T. Roosevelt	R.R.	Sp.	No proof of enrollment	Vacancy
	J.F. Kennedy	Prim. Lang. Dev.	Sp.	Sub. Teacher	Vacancy
III	Mattahunt	R.R.	Sp.	To Regular Ed.	Questionable
V	Dorchester High	R.R.	Sp.	To Regular Ed.	Vacancy
	Marshall	E.C.E.	Sp.	Expiration of working permit	Vacancy
VI	Dever	R.R.	Sp.	Moving	Questionable
	Gavin	E.S.D.	Sp.	Sub Teacher	Vacancy
	Russell	R.R.	Sp.	Became E.T.L.	Vacancy
VII	Charlestown	R.R.	Sp.	No proof of enrollment	Vacancy
	Edwards	R.R.	Ch.	No proof of enrollment	Vacancy
	Timilty	L.D.	Sp.	Waiver Expired	Vacancy
	Blackstone	R.R.	Sp.	Waiver Expired	Vacancy
		P.T.C.	Sp.	No proof of enrollment	Vacancy
	Hurley	R.R.	Sp.	No proof of enrollment; no certification at all	Vacancy
IX	Hennigan	E.S.D.	Sp.	Another program	Vacancy
Expansion	Elem.	E.C.E	Ch.		Vacancy, if budgeted
	Elem.	Lang. Dev.	Sp.		Vacancy, if budgeted
	Middle	S.A.R.	Sp.		Vacancy, if budgeted

District	School	Program	Lang	Reason	Comment
Other	Central	Psychologist	Sp.		Vacancy
	Central	P.A.C.	Sp.		Vacancy
	Central	Speech Therapist	Sp.		Vacancy
	Central	Vision	Sp.		Vacancy

Carlo Abrams
4th floor

MASSACHUSETTS SPECIAL EDUCATION MONITORING STANDARDS

AREA: SERVICES

STANDARD NO. 12 — Program Prototypes The school committee provides a program prototype for each child in need of special education for whom an IEP specifies such a program in accordance with the regulations.

AUTHORITY: 203.0, 502.0,.2(b)(iv),.3,.4(b)(c)(i),.7,.8(b)(c),.10(e) Ch.71A Reg. s.9

CRITERIA	ACCEPTABLE DOCUMENTATION
12.1 The required prototypes are provided as follows: 502.1 regular education program with modification .2 regular education with no more than 25% time out .3 regular education with no more than 60% time out .4 substantially separate program .4(i) substantially separate program in other than a public school regular education facility .5 day school program .6 residential school program .7(a) type A home or hospital program .7(b) type B home or hospital program .8(a) home based program for 3 & 4 year olds .8(b) integrated center-based program for 3 & 4 year olds .8(c) separate center based program for 3 & 4 year olds .9 diagnostic program .11(b) programs for children between the ages of 16 and 21 (alternative special education programs) 502.0	12.1-12.5 Completed copy of Program Data Sheet (p.57) with all programs and services provided by the district including contracted services (Exclude .5 and .6 and .7a & b programs). Copy of Form 766-1c(R) from Annual Program Plan Description of services provided for home or hospital bound students. Include names, duration and frequency of instruction for each student. For 502.7(b) students, include beginning date of service. List of all vocational offerings available to students in the system with numbers of special needs students enrolled in each.
12.2 Each transitional bilingual special education program serves a single language group. 203.0,Ch.71A Reg.s.9	
12.3 All 502.4(i) programs are approved by the Regional Center.	(Review of Regional Center records)

CRITERIA SUMMARY REPORT FOR STANDARD 12

CODE	DESCRIPTION	TOTAL
1	Commendable	
2	Implemented	
3	Partially Implemented	
4	Not Implemented	
0	Not Applicable	

Code Number

- Findings or Comments
- Required Corrective Action
- Recommendations

12.2 - In Bilingual Resource Room (Cape Verdean) at the Condon, there are 8 Spanish-speaking children whose LAU categories are:

3	A
1	B
3	C
1	D

There are 9 Cape Verdean youngsters who are all LAU category A-C.

Required Corrective Action

Ensure compliance with Bilingual Special Education Policy outlined in BPS, Policy and Procedural Manual, p.p. 137-138 and in 4/2/81 memo. (Appendix)
Timeline: Immediately
Person Responsible:
Special Education Administrator

Status: As of 4/25/84 site visit the language mixing problem has not been corrected. Spanish-speaking students, LAU category A &B , whose IEPs call for Spanish as the language of instruction are

Page ___ of ___

MASSACHUSETTS SPECIAL EDUCATION MONITORING STANDARDS

AREA: SERVICES

STANDARD NO. 12 **Program Prototypes** The school committee provides a program prototype for each child in need of special education for whom an IEP specifies such a program in accordance with the regulations.

AUTHORITY: 203.0, 502.0,.2(b)(iv),.3,.4(b)(c)(i),.7,.8(b)(c);.10(e)
Ch.71A Reg. s.9

CRITERIA	ACCEPTABLE DOCUMENTATION	Code Number
12.1 The required prototypes are provided as follows: 502.1 regular education program with modification .2 regular education with no more than 25% time out .3 regular education with no more than 60% time out .4 substantially separate program .4(i) substantially separate program in other than a public school regular education facility .5 day school program .6 residential school program .7(a) type A home or hospital program .7(b) type B home or hospital program .8(a) home based program for 3 & 4 year olds .8(b) integrated center-based program for 3 & 4 year olds .8(c) separate center based program for 3 & 4 year olds .9 diagnostic program .11(b) programs for children between the ages of 16 and 21 (alternative special education programs) 502.0	12.1-12.5 Completed copy of Program Data Sheet (p.57) with all programs and services provided by the district including contracted services (Exclude .5 and .6 and .7a & b programs). Copy of Form 766-1c(R) from Annual Program Plan Description of services provided for home or hospital bound students. Include names, duration and frequency of instruction for each student. For 502.7(b) students, include beginning date of service. List of all vocational offerings available to students in the system with numbers of special needs students enrolled in each.	
12.2 Each transitional bilingual special education program serves a single language group. 203.0, Ch.71A Reg.s.9		
12.3 All 502.4(i) programs are approved by the Regional Center.	(Review of Regional Center records)	

CRITERIA SUMMARY REPORT FOR STANDARD 12

CODE	DESCRIPTION	TOTAL
1	Commendable	
2	Implemented	
3	Partially Implemented	
4	Not Implemented	
0	Not Applicable	

- * Findings or Comments
- ● Required Corrective Action
- ● Recommendations

12.2 continued.
receiving instruction at the same time in the same room with Limited English Proficient Cape Verdean students.

Page____of____

ADDITIONAL FINDINGS	• REQUIRED CORRECTIVE ACTION • RECOMMENDATIONS (OPTIONAL)
8.1--The monitors found Individualized Educational Plans, which did not have current and/or complete information re. students' LAU categories and/or steps, at the following schools: Condon, Marshall, Holland, Brighton, and Lewenberg. The names of the students and their classrooms will be provided to the Department of Student Support Services under separate cover.	

BILINGUAL EDUCATION

BILINGUAL EDUCATION

I. INTRODUCTION:

This current report reflects the continuing monitoring of the court orders in the desegregation of Boston bilingual education programs. In this monitoring period a total of 10 elementary, middle, and high schools were monitored for the first time. Four of these schools, the Mackey Middle, English High, South Boston High, and Dorchester High, and the Hubert Humphrey Occupational Resource Center (HHORC), which had been monitored last fall, were visited for a second time because of outstanding issues. (Appendix A) The data gathered continued to be related to the following general objectives:

A. To review proposed program locations and space/program matrices during the annual assignment process to ensure that adequate space and other provisions have been made for the programs required, including bilingual kindergarten and extended day kindergarten, and to advise the Director of EEO accordingly.

B. To determine, through regular monitoring activities, whether all approved and required bilingual programs, including kindergarten and extended day kindergarten, are in place and functioning appropriately.

C. To advise the Director of EEO on all bilingual education aspects of students assignments, including:

- examination school invitations
- advanced work class invitations
- student assignment handbooks
- assignments (including bilingual, special, vocational)
- transfers
- exceptions, for the sake of bilingual programs, to racial percentage limits for assignments.

II. MONITORING OBJECTIVES:

The monitors employed the same set of specific monitoring objectives and questions used during the fall of 1983. To these original objectives and questions were added 8 out of 10 new issues identified during last fall's monitoring visits. The original specific objectives were the following:

A. To determine the availability of bilingual staff and space assignments in the targeted languages, including native language teachers, aides, and supportive staff (counselors, etc.) in bilingual education programming, including bilingual vocational/occupational education areas.

B. To determine the implementation of procedures for the recruitment, and assessment of limited English proficient (LEP) students in bilingual education programming, including occupational/vocational programs.

C. To determine the availability of curricular materials in targeted native languages in all bilingual education programming, including occupational/vocational programs.

D. To determine the accessibility of the limited English proficient students to all programmatic educational options, supportive services, extracurricular options, as well as occupational/vocational programs.

E. To determine the status of the native language cluster concept as mandated by the Voluntary LAU Plan.

F. To determine the opportunities of bilingual parents to participate in the educational process of bilingual students.

The 8 additional issues or concerns needing to be examined were as follows:

1. Actual availability of bilingual counselors who work with LEP students.

2. The use of the native speaking aides at the HHORC.

3. Validity of the Lau classification assigned to LEP students.

4. The feasibility of implementing language and

culture maintenance programs.

5. The actual involvement of the bilingual parent in the bilingual education in-house review process.

6. The variables which may be determining factors for Boston in facilitating the smooth transition of the LEP student for partial/full mainstreaming.

7. The appropriateness/validity of the information provided by Boston vis-a-vis the educational needs of the LEP students with special attention given to the American Indian's and the Puerto Rican's linguistic and cultural needs.

8. The factors (i.e., conditions and attitudes) which have limited the successful implementation of a full-time native language bilingual program at the high school level. Of special concern are issues at South Boston High School involving an immersion approach program for Cambodian students.

III. METHODOLOGY:

As in the previous monitoring period, an occupational/vocational education specialist and a bilingual education specialist, joined forces in a collaborative effort to focus on issues related to bilingual vocational/occupational education programming. A one-person team collected all the data related to other bilingual education programming.

To achieve the monitoring objectives previously stated, the following activities were undertaken:

A. Pre-Data Collection - The monitors requested from the Bilingual Office, the Department of Implementation, the Lau Unit, and the Division of Personnel the following data and documentation: (See Appendix C)

  1. Computer print-outs with data about:

    a. bilingual teachers (names, certification numbers, and position)

b. bilingual students (language clusters and locations by district, school, grade, and language)

c. all students by race, district, school, and grade

2. Reports on the high school graduates for the last three years.

3. Copies of the Student Assignment booklets in different languages.

4. A copy of the revised Language Assessment Team Handbook.

5. A copy of the revised Voluntary Lau Compliance Plan.

6. Copies of Master PAC newsletters and other publications.

B. Pre-Data Analysis - The monitors reviewed last fall's monitoring plan, reports, and correspondence related to problem areas on bilingual education programming to determine program sites.

C. Meetings - The monitors met with members of Boston's Bilingual Office to coordinate the monitoring visits, clarify monitoring procedures, and specify monitoring objectives.

D. On-Site Visits:

1. Thirteen schools were visited on this occasion; the Mackey Middle, Hubert Humphrey Occupational Resource Center (HHORC), English High, Dorchester High, South Boston High, Boston High, Blackstone Elementary*, Dearborn Middle, Cleveland Middle, Jamaica Plain High, Martin L. King Middle, Madison Park High, and Mario Umana High.

2. In those schools the monitors met with bilingual district coordinators, building administrators, bilingual department heads or liaisons, bilingual guidance counselors, and bilingual/E.S.L. teachers.

3. At the central office, meetings also were held with the bilingual community field coordinators and the 636 bilingual parent trainer specialist.

4. At Boston High School a meeting was held with bilingual students attending that school.

E. Data Collection Instruments:

To gather the data during the interviews and the documentation review, the monitors modified the instruments used during the fall of 1983. An additional form to gather data on student/teacher ratios and course offerings had to be developed (See Appendix D) because the data collected last October did not allow for an accurate determination of the actual student/teacher ratio in each class. At that point the monitors decided to obtain an average student/teacher ratio by dividing the total number of students by the total number of bilingual/E.S.L. teachers in the bilingual programs in each school.

IV. FINDINGS:

A. Availability of Staff/Space Assignment:

The on-site visits confirmed once more last fall's findings regarding the availability of staff/space assignments.

1. Partial or full mainstreaming was still a problem in at least 8 of the schools monitored because of overcrowding in the regular classes (sometimes 37 to 38 students) and/or because no parallel scheduling has been put into effect. (Appendix E)

As reported to the monitors by the Bilingual Office Senior Advisor, Mr. Raffael DeGruttola, a plan has been devised and has just begun to be implemented to offer training in the areas of parallel scheduling and sister clustering models to the staff of the schools where no parallel scheduling has been put into effect. Additionally E.S.L.

curriculum objectives and activities are also being developed (K-12) to ensure that the transitional nature of the program is implemented based on E.S.L. achievement. A lower student/teacher ratio for standard curriculum classes was also proposed for the 1984-85 school year (SY) to allow more spaces for mainstreaming in those classes (See Appendix C).

2. There is a wide variety of mainstreaming patterns throughout the schools Those patterns range from extreme isolation to almost total submersion. Interviews with teachers revealed aspects about the problem which deserve a more in-depth investigation in the future, such as: a submersion model at South Boston High and Ohrenberger Elementary Schools and language and culture enrichment (maintenance) programs at Charlestown and East Boston High schools.

3. Non-compliance issues regarding student/teacher ratios were identified in at least 6 of the new schools visited during this monitoring period. (Appendix E) Two of the high schools monitoried last fall (English and Dorchester High) were still in non-compliance at the end of March and beginning of April of this year. After various attempts by the lawyers of El Comite' de Padres (plaintiff intervenor) to have the necessary positions filled, officials of the school department approved and budgeted the new positions for the remainder of this school year. However, it is still questionable if the positions have been budgeted for 1984-85. A clarification of this matter is still pending. In total, 7 teachers are needed. (Appendix F)

4. Bilingual guidance counselors were found to be needed in at least 5 of the middle and high schools monitored. (Appendix F) Three schools have counselors for 1 or 2 days a week. Three of the guidance counselor positions that were needed for the Haitian, Hispanic, and Cambodian programs also have been budgeted for the remainder of this school year (1983-84). These counselors had

not been hired as of the date of the submission of this report.

5. In 8 of the schools visited there was at least 1 uncertified bilingual teacher teaching limited English proficient students. (Appendix G)

6. In 4 of the schools at least 1 bilingual teacher was teaching courses outside of his/her area(s) of certification and/or competence. (Appendix G) According to the Senior Advisor for Bilingual Education (Raffael DeGruttola), the Personnel Office is presently engaged in updating the information on all bilingual teachers to ensure that they are certified and teaching in their areas of certification. (Appendix C)

   Outstanding certification issues from the previous monitoring period remain. These issues are as follows: a social studies teacher teaching math at the Mackey Middle School, a Hispanic bilingual math teacher teaching English as a second lanuage at the Dorchester High School, and the need for a Khmer speaking bilingual teacher at South Boston High School where there are at least five teachers teaching E.S.L. and native language courses in English (e.g. social studies).

7. Bilingual community field coordinators, substituting for PAC coordinators, have more responsibilities than those normally assigned to PAC coordinators in other local educational agencies (LEA's) in the state. This impinges upon their parent organizing/training activities.

8. Some of the schools monitored have problems with the physical plan which does not allow for an increase in the student or teacher population. We found that to be the case with the Mackey Middle, the Dorchester High, and the Roosevelt Middle School during the previous monitoring period. Dorchester High School is being rehabilitated. Before September, 1984, all necessary measures

should be taken to provide adequate classrooms and office space to the bilingual program in that school. Presently, Boston is considering consolidating the Hispanic program at the Roosevelt Middle School with the program at the Mary Curley School. There are concerns about whether the minority staff will be re-assigned, transferred, or laid off.

9. Even though the number of days for the bilingual guidance counselor at Dorchester High School increased, this was made possible only by taking him away from the Martin Luther King Middle School. Since then, the King School has had no bilingual guidance counselor.

10. Bilingual aides are needed in 9 of the schools monitored. (Appendix F) In some instances, however, because aides lack training in teaching methods, some teachers and building administrators prefer not to use them or to request additional teachers. The Massachusetts Bilingual Education Act (Ch. 71A) requires that such aides be provided.

11. The monitors did not see any linguistic minority custodians or kitchen attendants in most of the schools visited during last fall and this spring.

12. During the maternity leave of bilingual teachers, no bilingual substitutes were provided at Blackstone Elementary and Martin Luther King Middle Schools.

13. Occupational/vocational education instructors in the 9 schools with vocational education programs monitored conduct instruction monolingually in English. (Appendix K) In all of these cases, the teachers use bilingual students to translate for limited English proficient students. In one of the 9 schools (Jamaica Plain High), a native language speaking aide assists the monolingual teacher in the instructional process. The following are other specifics related to the staffing of the 9 vocational

education programs:

a. In 3 of the 9 schools, bilingual aides are available to assist the vocational/occupational education teachers, although in only 1 school, Jamaica Plain High, are aides used in the vocational/occupational classrooms. (Appendix K)

b. In 6 of the 9 monitored schools, bilingual counselors are available to work with limited English proficient students. The amount of time for which the counselor is available ranges from 1 to 2 1/2 days per week.

c. In 7 of the 9 schools, E.S.L. teachers are available to serve the limited English proficient students, in those schools.

14. All interviewed teachers (those who use bilingual students to translate in the vocational/occupational education programs) indicated that the limited English proficient (LEP) students do not achieve the same level of concept development as do the fluent English proficient (FEP) students. These teachers indicated that this lack of concept development relates to the inability of the vocational/occupational teacher to communicate to the limited English proficient students in their native languages.

B. Recruitment and Assessment Procedures:

1. Some problems are still apparent in the area of assessment procedures for the LEP students. In the monitoring visits, teachers indicated that most students are assessed within 30 days of their arrival at school. These teachers also indicated that at the beginning of the school year, with more students to assess, the process may have taken longer. During the middle of the year, when only 1 or 2 students enter during the month, the process is faster. All teachers reported delays in the processing

of this information after it goes to central office. As a result, they said, the computer printouts don't reflect the information until much later (sometimes 1 to 2 months later).

2. Students who are assigned to schools without the required and appropriate assessments are inappropriately referred to special education classes in monolingual English classrooms. This situation suggests possible problems related to assignments which should be explored in future monitoring visits.

3. A number of factors contribute to the inappropriate Lau classification of LEP students. Some teachers and community field coordinators mentioned "inadequate assessment instruments", "students learn how to respond correctly after taking the same test over and over again", and that "language assessment team members superimpose their philosophical preferences on the results".

4. As reported by Mr. DeGruttola, Senior Advisor for Bilingual Education, at the time of this report writing, plans had just been made to hire testers to process any missing information necessary to assign a Lau category to those students without one. Lau categories, he reported, were being updated for students in and out of bilingual programs. (Appendix C)

5. The transfer of LEP students to the monolingual English classes continues to be hindered by the large class sizes in the mainstream classrooms and by the other factors previously discussed. (See Section IV. A. 2. above.)

6. The placement of students in ESL classes rarely considers students' skills, e.g., students with poor verbal skills but fairly good reading skills are placed with highly verbal students who cannot read/write in English and in their primary language.

7. The placement of students in ESL classes also does not take into account the teachers' skill in using language transference techniques. These techniques require teachers to be proficient in the students' native languages. Therefore, classes of mixed language groups with a teacher who may know only one or none of those languages make the use of transference techniques impossible.

C. Availability of Curriculum and Curriculum Materials:

1. Last fall the monitors collected and analyzed data about the availability of curriculum materials in the bilingual programs of the school department. During that process it was learned that there were no sequential curricula in native language arts, native history and culture, science, math or social studies. These curricula do not exist for language groups for whom bilingual programs have been in existence for almost 15 years (Chinese, Hispanics, etc.)! Moreover, they are not available for the most recently arrived language groups such as the Southeast Asians, Haitians, and others. Further investigation revealed that even though some teachers might have heard in the past about a curriculum developed for some language groups, they never actually saw the curricula. Some of those interviewed expressed that the need for sequential curricula in the native language was a "most urgent need". A few of them, however, complained that "not even the best curriculum in the whole world can be adequately implemented in classrooms like ours where we have students from 3 and 4 different grades with at least 3 levels in each grade." They also noted that there are "more levels when illiterate older students are in the same room with literate younger students taking the same subject in the same classroom with the same teacher and the same materials...if there are materials!" Once more the issue of the multi-graded, multi-level classes was related to the issue of

cluster size. "You can only solve this problem by enlarging the cluster of students to have enough students and teachers. If there are not enough students, we can not request more teachers. If there are not enough teachers, we cannot teach all of the required courses and level students appropriately. In order for our programs to become effective, which they are not, both the issue of multi-graded, multi-level classes and the issues of curricula, curriculum materials, etc. must be addressed."

2. ESL teachers don't teach ESL with appropriate methodologies; they teach traditional English grammar or English as a foreign language. This was found to be the case with both ESL and ESL grandfathered regular English teachers.

3. Appropriate reading and composition materials for ESL classes are needed in most schools.

4. There is not enough audio-visual materials and equipment to differentiate instructional activities and/or to motivate the students.

5. There were not enough English materials in 6 schools, and many materials were culturally inappropriate. (Appendix I)

6. Curriculum materials in the native language were not available in sufficient quantities. Teachers considered that many of the materials available in the native language were culturally irrelevant. (Appendix I)

7. An Instructional Management Committee (IMC) of the Bilingual Office has been assigned the responsibility to review all curricula to ensure that texts and other resource materials are linguistically and culturally relevant.

8. In all schools visited, those interviewed responded that there were not enough linguistically and culturally relevant

materials in the library/resource room.

9. Curriculum materials for vocational/occupational education are available in some native languages. However these materials are not used by the teachers. Most of the available native language curriculum materials are in Spanish with few materials in Khmer, Vietnamese, Laotian, and Portuguese. (Appendix N)

D. Accessibility of Programs:

1. Limited English proficient students are not provided Chapter 71A mandated native language instruction in at least 1 of the required courses in 9 schools visited. This situation seems to be most severe in the schools with 5 or less bilingual/ESL teachers. (Appendix J).

2. In 2 schools, Mackey and English, there were limited offerings in required non-bilingual content courses. Bilingual teachers also reported that, due to the inavailability of required courses and/or overcrowding of required courses, LEP as well as bilingual students take elective rather than required courses; students are not adequately prepared to pass required exams. This in effect denies equal access to educational programs.

3. In all schools monitored the LEP students and the bilingual students were reported to have equal access to all extra-curricular activities. Some students, as previously reported, do not participate in after school activities because they have to work or live far away from the schools. Others do not participate because their culturally determined interests move them in other directions (e.g., baseball rather than hockey). (Appendix J)

4. Limited space, equipment, supplies, and physical facilities affects in turn the provision of adequate instructional services to both LEP and FEP students.

5. Teachers in several schools expressed their concern that LEP students are unnecessarily referred to special education classes even though their problem is one of illiteracy in their native language. There are no Chapter I funded native language reading programs in the schools. In response to a question about developing such a program, the school officials stated that the "Title I (Chapter I) budget does not allow for expansion in the area of native language reading." (Appendix C)

E. Parent Participation:

1. As in the previous monitoring cycle, it was found that parents from all districts participate in annual in-house reviews (Lau Reviews) in all schools with bilingual programs. However, the parents monitoring a school might not necessarily be from that school. The forms used to gather the data are limited to only a few of many possible areas. (The Lau Plan itself has over 96 pages.) Additionally, it has been reported that sometimes the review forms are filled in by the administrators themselves, or by intimidated teachers in the presence of their supervisors.

2. In interviews with teachers, school administrators, and community field coordinators the need was stressed for them and for the parents to become acquainted with the local (Lau), state (Chapter 71A), and Federal Court mandates and guidelines relative to bilingual education in general and parents rights in particular. Even in schools where parent and teacher training activities may have taken place in the past, the training is needed for new parents and staff.

3. In all of the schools visited, office support staff who are bilingual are needed to assist parents with their questions about registration in programs and about the child's performance in the school. In some instances principals and headmasters have asked the bilingual teachers or classroom

aides to leave the classroom or to interrupt their classes in order to answer parents'questions. In several of the schools, administrators expect the bilingual assistant principals to assume this function.

4. At the only elementary school visited during this monitoring period, the Blackstone, teachers reported that the parents of incoming kindergarten LEP students are informed about the availability of bilingual education programming in their native language. An extended kindergarten program is available for LEP students there.

F. Findings Related to Other Issues (Vol. II, Feb. 1, 1984 page 351)

1. Bilingual Clusters and Language and Culture Enrichment (Maintenance) Programs:

   a. Seven of 9 middle and high schools with Hispanic clusters did not conform with the Voluntary Lau Plan requirements for a minimum cluster size of 80 students for the middle schools and 100 for the high schools. (Appendix H.)

   b. Variables such as cluster size, number of teachers, quality of faculty , leadership of the building administrators, availability of curricula, and the availability of curriculum materials on the education of the children, were explored with teachers, parents, students and some administrators. It seems clearer now that to develop bilingual programs of academic excellence (such as the Chinese program at Charlestown High) in a desegregated school certain minimum requirements must be met. Teachers interviewed indicated the following minimums: 1) a large cluster in a desegregated setting allowing for the assignment of at least 10 teachers, 2) teachers who are highly qualified and are committed to their students' education, 3) administrators who are concerned and efficient, 4) faculty with the ability to develop appropriate curricula, 5) acquisition of necessary educational materials, supplies and equipment, and 6) a schedule of activities with course offerings in single (not multi-graded) graded classes in all required bilingual and non-bilingual courses.

Teachers interviewed also suggested the offering of middle and high school foreign language courses at an advanced level (not simply conversational foreign language courses for FEP students). These offerings would complement the native language gains of the bilingual program during and after the process of mainstreaming.

c. During this monitoring period some contradictions between state mandates (Chapter 71A), local guidelines (Lau Plan), and the court orders related to the development of K through 12 bilingual programs in every school district became apparent.

Chapter 71A (Massachusetts Transitional Bilingual Education Act) mandates the development/implementation of full-time transitional bilingual education programming. This cannot be adequately done with small numbers of teachers and students. Also this becomes more difficult if teachers and administrators are not qualified or are reluctant to implement this mandate because of their particular philosophical preferences.

The Lau Plan, allowing for minimum cluster sizes of 80 and 100 students at middle and high schools respectively, limits the possibility of the development of a program of excellence at some locations because with small numbers of students, no case can be made for the assignment of sufficient teachers to the cluster.

Finally, the Student Desegregation Plan

of May 10, 1975, which mandate multiple sites for K-12 bilingual programs in all districts where bilingual students reside (except districts 3 and 4), makes the compliance with the LAU Guidelines regarding minimum cluster size extremely difficult or altogether impossible.

2. Appropriateness of the Information Provided by the School Department:

   a. During last fall's monitoring the monitors noticed that in certain bilingual programs most of the teachers were members of the language/racial group being served while in others many of the teachers were white. This finding triggered an examination into the representativeness of the school department's faculty and administration.

      The data available in printouts by race and language did not allow the monitors to determine whether the linguistic/cultural student groups represented in Boston are being serviced by staff representatives of their language and culture (nationality). For example, it was not possible to determine how many of the teachers and administrators in Boston's public schools (where over 80 percent of the Hispanic students are Puerto Ricans) are of a Puerto Rican or Dominican background. (See Appendix L and M).

   b. Without data for staff and students by nationality/culture in the school department, it is not possible to compare the information provided by the school department and the educational needs of the linguistic/cultural groups represented in Boston.

G. New Issues:

1. Bilingual teachers seem to spend an inordinate amount of time working as interpreters and translators in the schools which were visited. Such a practice results

in the interruption of classes and reduces instructional time. Under these conditions, the bilingual teacher cannot cover the same amount of material as the regular teachers.

2. Social workers are urgently needed to deal with the many personal and family crises experienced by students which affect their performance in class. This is particularily true at the middle school level.

3. The monitors received Boston reports about graduates and dropouts. These reports did not facilitate proper analysis, because absolute numbers were provided without relating them to the total numbers of students enrolled for each language group. Therefore, the actual magnitude of dropouts and graduates by language group could not be determined. New data has been requested to correct this problem. That data will be analyzed, and the findings will be incorporated into the next monitoring report.

4. Lower level administrators, teachers, parents, counselors or students did not participate in the development of the Superintendent's February 1984 draft of the Long Range Plan for Boston Public Schools. (Appendix C)

V. Commendations:

Based on the data collected and analyzed, we commend:

A. The bilingual Community Field Coordinators who keep trying to organize and train parents in spite of countless other responsibilities assigned to them.

B. The Jamaica Plain High School administration for their efforts at developing a program of academic excellence to respond to the linguistic and cultural needs of both the LEP and bilingual students within a desegregated context.

C. The high expectations of some bilingual teachers for the limited English proficient students' achievement, in the bilingual classroom.

VI. Recommendations:

A. In order to enhance mainstreaming possibilities, the Department of Implementation should reduce the student/teacher ratios for non-bilingual curriculum classes in those schools which house bilingual education programs. This should be implemented by the fall of 1984.

B. The Bilingual Office should continue to train school personnel in the areas of parallel scheduling and sister clustering (pairing bilingual and non-bilingual curriculum teachers) to facilitate partial and full mainstreaming.

C. Boston should provide school administrators, teachers, and community field coordinators with copies of the local, state, and federal court mandates and guidelines regarding bilingual education.

D. All necessary bilingual teachers, aides, and counselors must be hired to provide appropriate bilingual education programming in accordance with local and state mandates. These positions must be budgeted for school year 1984-85. New staff must be in place when classes start next September.

E. The information on all bilingual teachers should be updated to ensure that everyone is teaching in his or her area of certification by September 1984.

F. Boston should revise job descriptions of the bilingual community field coordinators so that they can dedicate more of their time to parent organizing and training activities and less to helping parents with non-bilingual education problems.

G. Boston should train all present and future bilingual aides in teaching methods so that they can be of greater help to the bilingual teachers in the classrooms.

H. The Lau unit should complete the updating of the Lau categories of all LEP and bilingual students within 30 days of enrolling each LEP and bilingual student.

I. The Bilingual Office should develop, reproduce, disseminate, and guarantee the use of all necessary curricula in the native language arts, Science, Math, Social Studies, Native History and Culture as well as any other state and locally required courses for all language groups. Guarantees of reproduction, dissemination, and use in the classrooms of the curricula should be given in order to ensure that the curricula developed are available for the students, not just for one or two years, but for many years to come.

J. The acquisition of linguistically and culturally relevant materials for the classrooms and libraries/resource centers should be instituted immediately. Wherever possible, formal contacts should be established with the departments of education of the countries from which students come in order to acquire copies of materials available in the native language. This effort should, like other efforts, complement-not supplant-Boston's responsibility towards the education of limited English proficient and bilingual students.

K. Boston should involve the Master PAC, the City-wide Parents Council (CPC), plaintiffs, interveners, staff of the Department of Implementation and others in the development of a plan to consolidate some of the Hispanic high and middle school clusters.

L. Boston should extend, at the middle and high school levels, their successful cultural enrichment (maintenance) programs as well as other bilingual services to include non-bilingual and bilingual students.

M. The bilingual office should: reproduce copies of the local, state and federal mandates and guidelines in the native language of parents for use by the community field coordinators; provide training to parents, teachers and other school department personnel (including principals and headmasters) about those mandates and guidelines; and expand the participation of LEP and bilingual parents in the planning, development, and evaluation of the bilingual programs.

N. The Department of Implementation and the Personnel Division, in their reporting procedures, should ensure that students and staff are identified not only by language and race but also by nationality (cultural group). The files should also include the age of the students.

O. The monitors should explore further with the Boston Indian Council and the Pupil Services Office of the school department the availability of supportive services for American Indian students enrolled in the schools.

P. Boston should involve bilingual teachers, parents, counselors, high school students and, community leaders in the process of developing the section on bilingual education in the Long Range Plan for Boston Public Schools.

Q. In the absence of a certified bilingual/vocational teacher, LEP students enrolled in vocational/occupational education programs should be provided supportive services through native language speaking aides and native language instructional materials.

R. Native language instructional materials for the program areas in which large numbers of LEP students are enrolled should be acquired or developed to be used by the vocational/vocational/occupational education teachers.

S. Policies of bilingual language instruction in the vocational/occupational programs should be enforced by building administrators.

T. To insure that the LEP students achieve the same level of concept development as English proficient students, the vocational/occupational bilingual and ESL teachers coordinate the teaching of the content of the vocational/occupational program.

APPENDIX A

SCHOOLS VISITED BY EACH MONITOR
SPRING 1984

	SCHOOLS	ALL ISSUES R. Rodríguez (No. of Visits)	VOC. ED ISSUES G. Hebert (No. of Visits)	COMMENTS
1.	English High	2	—	
2.	Dorchester High	2	—	
3.	South Boston High	2	—	
4.	Jamaica Plain High	1	1	
5.	Boston High	1	1	
6.	H.H.O.R.C.	—	2	
7.	Madison Park High	1	1	
8.	Mario Umana High	1	—	
9.	Cleveland Middle	1	1	
10.	M. L. King Middle	1	1	
11.	Dearborn Middle	1	1	
12.	Taft Middle	—	1	
13.	Mackey Middle	2	1	
14.	Boston Tech	—	1	
15.	Blackstone Elementary	—	1	All issues
	Total Number of Visits by Monitor	11	11	

Appendix B

The following specifies the questions to be used by the monitoring team in determing the status of the identified objectives/activities.

Objective I

AD. How are the parents of the incoming kindergarten LEP students informed of the availability of bilingual kindergarten/extended bilingual kindergarten education programming?

AE. Are facilities, space, and staff provided for the projected bilingual kindergarten/extended bilingual kindergarten programs for all language groups?

AF. During the registration period, are bilingual (in the targeted languages) school officials available to assist the parents of the LEP student enroll their child in the bilingual lindergarten/extended bilingual kindergarten programs?

AG. Are the registration forms provided in the native targeted languages?

AH. Are the parents of the LEP child informed of their rights relative to bilingual education programming?

AI. Have TBE/ESL student assignments been conducted as mandated by the Court?

AJ. Do the program locations provide for equal access to school facilities for the LEP student?

AK. Are there adequate facilities to implement bilingual education programming?

AL. Are the staff members of the bilingual education program certified or certifiable?

AM. Does there exist sufficient numbers of bilingual education staff members to implement full-time bilingual education programming? Is there full-time bilingual programming.

AN. What is being done by the HHHORC staff to recruit LEP students-especially the Cape Verdeans, Portugueses, Haitians, Laotians, Vietnameses, Cambodians and Czechoslovians?

Objective II

AO. What procedures are implemented for identification, placement and transfer of bilingual education students?

AP. Do there exist equal accessopportunities for LEP students to participate in extra-curricular activities?

AQ. Are there follow-up services available for students who are partially or full mainstreamed?

AR. Do teachers have adequate instructional and student materials within the classroom which are linguistically and culturally relevant to their student populations?

AS. Are those materials appropriate by grade level? Age level? Content area?

AT. Are linguistically and culturally relevant materials located in the library/resource rrom?

AU. Are there appropriate numbers and credentialed staff members to provide services to the LEP student population especially at the HHORC.

AV. Which grading system is used to promote bilingual students from one grade level to the next? Is this grading system consistent with the one used with the non-bilingual student population?

AW. Is the cluster (100 bilingual students) model in place for all bilingual education programs for each language group?

AX. Does the annual in-house review include involvement from the bilingual parents?

AY. Is appropriate bilingual education programming available to LEP students in targeted native language especially at the HHORC?

AZ. Have the orientation and application booklets been written in Spanish? Greek? Italian? French? Portuguese? Chinese? English?

BA. What percentage of the targeted parents have received the orientation booklets in the appropriatetarget language?

BB. How were the distribution locations of the booklets determined?

BC. Were the native language orientation booklets available for distribution at the same time as the English orientation booklets?

BD. How are LEP students recruited to examination and magnet schools?

BE. Do the admissions criteria used to screen student admission into the examination and magnet schools provide for the LEp students?

BF. Are notices specifying availability of bilingual services, locationof programs, parent rights available to bilingual parents in the native language?

BG. What is the dissemination plan to inform bilingual parents of availability of services?

BH. What is the attrition rate of the LEP and bilingual students in various Boston Public School programs?

APPENDIX C

Greater Boston Regional Education Center
The Commonwealth of Massachusetts
Department of Education

27 Cedar Street, Wellesley, Massachusetts 02181 431-7825

March 13, 1984

Dr. Robert Spillane
Superintendent
Boston Public Schools
26 Court Street
Boston, Massachusetts 02108

Dear Dr. Spillane:

The purpose of this letter is to request that you identify school officials to respond formally to the bilingual education findings and recommendations of the Department of Education's Desegregation Court Report for February 1, 1984. Volume II should serve as a reference for formulating a response. Further, we request delivery of the response by April 3, 1984 so that this information can be reviewed and analyzed and incorporated into the next report.

In addition, we request a March 26 meeting on these issues at 26 Court Street with our staff and your Senior Advisor for Bilingual Education, Senior Officers responsible for budgeting and personnel as well as any other staff you deem appropriate.

Within the next few days our bilingual monitoring team will start contacting Boston Public School officials to inform them of activities to occur during the next monitoring session. They will be contacting and interviewing members of the staff of the Department of Implementation, Personnel Office, Bilingual Department, and Lau Unit as well as other units. They also will provide a list of schools to be visited and a suggested schedule of school visits.

We appreciate your consideration of these requests and support during the next round of monitoring.

Sincerely,

Marlene Godfrey

Marlene Godfrey
Regional Center Director

James Case
Associate Commissioner
Division of Curriculum and Instruction

/mw Commissioner Lawson
cc: Ernie Mazzone
Gilman Hebert
Rodolfo Rodriquez

APPENDIX C

Greater Boston Regional Education Center
The Commonwealth of Massachusetts
Department of Education

27 Cedar Street, Wellesley, Massachusetts 02181 431-7825

March 19, 1984

Mr. Raffael DeGruttola, Senior Advisor
Bilingual Department
Boston Public Schools
26 Court Street
Boston, Massachusetts 02108

Dear Mr. DeGruttola:

Enclosed find a revised list of the schools I am planning to visit within the next few weeks and the tentative dates of those visits. Mr. Gilman Hebert will contact you and Mr. James Caradonio within the next few days regarding his schedule of visits to the schools with VocEd programs.

Please send a formal notification to the community superintendents, principals, bilingual coordinators, teachers, community field coordinators, bilingual guidance counselors and other concerned staff announcing my visits.

I am still waiting for the final revised copy of the Lau Plan. Could you have a copy ready for me by next Wednesday, March 21, 1984?

Thanks as usual, for your usual cooperation.

Sincerely,

Rodolfo Rodríguez-Mangual
Transitional Bilingual Education Specialist

Enclosure

cc: Marlene Godfrey
Ernest J. Mazzone

APPENDIX C

Greater Boston Regional Education Center
The Commonwealth of Massachusetts
Department of Education

27 Cedar Street, Wellesley, Massachusetts 02181 431-7825

March 19, 1984

Ms. Catherine Ellison, Executive Director
Department of Implementation
Boston Public Schools
26 Court Street
Boston, Massachusetts 02108

Dear Ms. Ellison:

As part of the Boston Desegregation monitoring activities for this Spring, we would like to meet with members of your staff to review data concerning bilingual student assignments and program locations.

First, we would like to meet, most probably next Monday, March 26, 1984 with Mr. Carl Nickerson. Last Fall he provided us with computer print-outs as well as pertinent information about factors affecting the assignment of students to specific schools. That meeting may take several hours, however, the time of day would be dependent upon the results of a requested meeting with Dr. Spillane on the same date.

If you have any questions you would like us to answer, please call 431-7825 or write before March 26th. Also, if you feel the need to set up additional meetings to discuss the monitoring objectives or procedures, please call.

We look forward to continuing our productive working relationship with your Department. Thanks in advance for your cooperation.

Sincerely,

Rodolfo Rodríguez-Mangual
Transitional Bilingual Education Specialist

cc: Marlene Godfrey, Greater Boston Regional Education Center Director
Ernest J. Mazzone, Director Transitional Bilingual Education Bureau
John Coakley, Senior Officer Deparment of Implementation
Carlton Nickerson, Department of Implementation

Greater Boston Regional Education Center
The Commonwealth of Massachusetts
Department of Education

27 Cedar Street, Wellesley, Massachusetts 02181 431-7825

March 19, 1984

Ms. Ida White
Manager of Personnel and Labor Relations
Boston Public Schools
26 Court Street
Boston, Massachusetts 02108

Dear Ms. White:

As last fall, to continue with our monitoring of staffing needs in the bilingual program of the Boston Public Schools, we intend to meet with members of your staff in the next few days. The concerns to be addressed during our monitoring visits will be the same as those outlined to you in our letter of last August 26, 1983 and in our meeting of last August 31, 1983. That is:

- To determine if there are/or will be enough bilingual, E.S.L., and regular education teachers, aides, tutors, administrators, counselors, community field coordinators, etc. to serve the limited English proficient and bilingual students in Boston, and

- To determine if those staff members are representative of the race/nationality/language of the student body.

If you have any questions about the monitoring process, please call 431-7825 or write. Also, if you feel the need to set up another meeting with the members of our monitoring team and your staff to discuss the monitoring objectives and/or procedures, call me so we can make arrangements for such a meeting.

You and your staff are to be commended for the efficient and cooperative way in which you and they worked with our team. Our experience during the last Fall's monitoring session was most positive and productive.

We look forward to meeting with you and/or your staff again.

Sincerely,

Rodolfo Rodríguez-Mangual
Transitional Bilingual Education Specialist

cc: Marlene Godfrey, Greater Boston Regional Education Center Director
Ernest J. Mazzone, Director Transitional Bilingual Education Bureau

APPENDIX C

THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

BOSTON PUBLIC SCHOOLS
DEPARTMENT OF IMPLEMENTATION
CATHERINE A. ELLISON, Executive Director

March 22, 1984

Mr. Rodolfo Rodriguez-Mangual
Transitional Bilingual Education Specialist
Greater Regional Education Center
Commonwealth of Massachusetts
Department of Education
27 Cedar Street
Wellesley, Massachusetts 02181

Dear Mr. Rodriguez:

The purpose of this correspondence is to confirm the rescheduled meeting with Carlton Nickerson, Assignment Transfer Specialist - Department of Implementation for Thursday, April 12, 1984, 10:00 a.m. at 26 Court Street, Boston, Massachusetts.

Mr. Nickerson will be prepared to provide data concerning bilingual student assignments and program locations.

Sincerely yours,

Catherine A. Ellison

Catherine A. Ellison

bmj

cc: John Coakley
John Canty
Carlton Nickerson

26 COURT STREET, BOSTON, MASSACHUSETTS 02108 • 726-6200 EXT 5504 AREA 617

APPENDIX C

Division of Curriculum and Instruction
The Commonwealth of Massachusetts
Department of Education

1385 Hancock Street, Quincy, Massachusetts 02169

March 28, 1984

Mr. Raffael DeGruttola, Senior Advisor
Bilingual Programs
Boston Public Schools
26 Court Street
Boston, MA 02108

Dear Raffael,

I am planning to monitor/visit the Blackstone Elementary School on April 13, 1984 at approximately 11:00.

Would you please send a formal notification to the community superintendents, principals, bilingual coordinators, teachers, cummunity field coordinators, bilingual guidance councelors and other concerned Boston Public Schools staff announcing my visits.

Thank you for your anticipated help. Grazie

Sincerely,

Gilman Hebert

Gilman Hebert

cc: Marlene Godfrey
Carl Gustafson
Ernest Mazzone

APPENDIX C

THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

BOSTON PUBLIC SCHOOLS
CITYWIDE BILINGUAL PROGRAMS

March 21, 1984

SENIOR ADVISOR
RAFFAEL DeGRUTTOLA

Mr. Rodolfo Rodriguez
Greater Boston Regional
Education Center
27 Cedar Street
Wellesley, Ma. 02181

Dear Mr. Rodriguez,

As I had asked you orally, the Bilingual Field Coordinators will hold their first training meeting on Wednesday, March 28, and I would like to invite you to provide technical assistance on Chapter 71A.

The meeting will be held at 26 Court Street, 8th Floor, from 9:00 a.m. to Noon.

I look forward to meeting you and working together.

Thank you for your professional cooperation.

Very truly yours,

Betty V. Rivera

Betty V. Rivera
Parent Trainer Specialist
636 Bilingual Project

BVR/lf

26 COURT STREET, BOSTON, MASSACHUSETTS 02108 • (617) 726-6200 EXT. 5681

Greater Boston Regional Education Center
The Commonwealth of Massachusetts
Department of Education

27 Cedar Street, Wellesley, Massachusetts 02181   431-7825

April 6, 1984

Mr. Raffael DeGruttola, Senior Advisor
Citywide Bilingual Programs
Boston Public Schools
26 Court Street
Boston, Massachusetts 02108

Dear Mr. DeGruttola:

This is to approve your April 2, 1984 request for extension until the week of April 9th to submit your report and arrange a meeting to discuss its contents. As you know, this approval was communicated verbally to your office on this date.

We look forward to the receipt of your report no later than April 13, 1984. We also expect your confirmation of a rescheduling of the March 26 meeting by that date.

Sincerely,

Marlene Godfrey

Marlene Godfrey
Regional Director

/mw
cc: Jim Case
Ernie Mazzone
Gil Hebert
Rodolfo Rodriguez

APPENDIX C

THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

BOSTON PUBLIC SCHOOLS
CITYWIDE BILINGUAL PROGRAMS

Rodolfo

April 9, 1984

SENIOR ADVISOR
RAFFAEL DeGRUTTOLA

Marlene Godfrey, Director
Greater Boston Regional Education Center
27 Cedar Street
Wellesley, MA 02181

Dear Dr. Godrey:

Attached in the final report based on information and findings from both Volumes I and II of the State's monitoring of bilingual programs. I am also attaching a copy of a memorandum submitted to me from Tomasa Couverthier, the Bilingual Coordinator at the MHHORC, which describes activities initiated by the findings concerning Bilingual Vocational Education issues.

I have followed the format as delineated in the State's Report No. 2 to the Court: Boston School Desegregation: Volume 2. In some cases statements of information are made which need no further comment - e.g., B-4, p. 348, under Recruitment and Assessment Procedures:

> B-4 At different times, information relative to the MHHORC has been disseminated via television programs in Spanish, and church bulletins/newsletters in Spanish.

I have answered these statements, "Correct as stated", or in some cases may have added a comment or two which I have taken from Ms. Couverthier's analysis.

If further discussion is needed, we can continue the evaluation of the activities and response when we meet with our staffs in the near future. The response commences with Roman numeral III Findings.

Thank you for your continued support during the monitoring process.

Sincerely,
Raffael DeGruttola
Raffael DeGruttola, Senior Advisor

/k

cc: Dr. Robert Spillane, Oliver Lancaster, Robert Peterkin, Manuel Monteiro, James Caradonio, John Coakley, E. Mazzon, R. Rodrig

26 COURT STREET, BOSTON, MASSACHUSETTS 02108 • (617) 726-6200 EXT 568

Response to State's Monitoring Report - February 1, 1984

The Monitoring Objectives focus on six different areas for which follow-up visits and activities have ensued. In line with these objectives, the Bilingual Office staff has met jointly and in collaboration with staff from other departments and units as well as the State TBE Specialists and other members of the State monitoring teams in order to reconcile some of the findings and recommendations.

A. Availability of Staff/Space Assignments

1. Partial and full mainstreaming is being addressed by training staff in the schools in the areas of parallel scheduling and sister clustering models. In addition an ESL language policy has been implemented which ensures that all students K-12 will receive ESL instruction daily. In some cases, especially at the secondary level, two or more periods a day can be scheduled depending on the LEP status of the individual student. ESL curriculum objectives and activities are also being developed K-12 to ensure that the Transitional nature of the program is implemented based on ESL achievement. This will facilitate partial and full mainstreaming at all levels. A lower student/teacher ratio for standard curriculum classes is being proposed for the 84-85 school year and this will allow more spaces for mainstreaming in those classes. The student/teacher ratio for bilingual classes will remain intact following the TBE regulations for single and multi-graded classes. We have used a 20:1 and 18:1 average ratio for secondary and elementary classes respectively for purposes of projections. I am presently meeting with staff from the D.I., Personnel, and Budget Office to ensure that adequate space and personnel are provided for the remainder of this year and next.

2. Updated Step information will allow more mainstreaming to take place; however, we are within and in some cases below the State average (16%) for students who remain in the program for more than three years (BPS - 15%). We do have certain programs (Greek and Italian) where students have remained in the program for many years. These language and cultural maintenance programs are not administered as "space allows" with fully mainstreamed students but rather as students retained with a bilingual code as partially mainstreamed students. Often these students are only taking one or two courses with bilingual teachers and the rest of their schedule

is with standard curriculum teachers. These students are maintained at parent requests but should be completely mainstreamed with respect to English language proficiency status.

3. Additional support services are being provided. Three new Guidance Counselors have been budgeted for the remainder of this year for the Haitian, Hispanic, and Cambodian programs. This brings the total to eleven bilingual guidance counselors employed by the BPS. The most serious obstacle to mainstreaming, however, is not predominantly the need for additional support personnel as the lack of additional spaces in the monolingual classes. The formula for the student/teacher ration especially at the secondary level, but also at the elementary level, does not reflect the possibility that a certain number of bilingual students could be mainstreamed during the year. Another obstacle is that once students are scheduled in September it is difficult to transfer them without disrupting other teacher schedules during the year. Partial mainstreaming and Step assignments should be seen as a yearly placement. A pilot study should be undertaken to classify students by Steps and years in a bilingual program. This would ensure that after three years students would be fully mainstreamed. Another obstacle, or fact, is that many bilingual parents wish for their sons and daughters to remain in bilingual programs indefinitely. The School Committee has never developed policy, nor is it specified in the State law, the number of years LEP students are to remain in a program.

4. The Personnel Office is updating information on all bilingual teachers to ensure that everyone is certified and teaching in their certified areas. Many of our newer refugee teachers (Cambodian, Laotian, Laotian Hmong and Vietnamese) have been granted waivers by the State and it will be a couple of years before they are certified. This accounts for the 22% as stated in the report findings. At the Mackey School, the Personnel Office has been apprised of the problem and changes will be made for next year.

5. The case at Dorchester High School in which a teacher is teaching out of his certified area has been corrected with the addition of another ESL teacher for the remainder of this year. The Headmaster will correct this situation next school year in his request for Personnel. Other instances will be addressed after all the information is gathered from bilingual teachers as mentioned in the response to the previous non-compliance issue.

6. The D.I. is reviewing space allocations for bilingual programs for the 84-85 school year. Consolidation of programs may be recommended at those schools where space expansion is needed but unavailable. At the Mackey School fewer SAR students will be assigned. The Roosevelt Middle will be consolidated with the Mary Curley where space is available, and Dorchester High will not be expanding its bilingual program from its present and projected numbers.

7. (a) There will be coordination of citywide bilingual aide services so that bilingual aides assigned to the high/middle schools will be in occupational education classes. There will also be an outreach effort to the colleges and universities as well as community based organizations to permit coordination for internships and community support programs.

   (b) The rotation of citywide bilingual aides will be tried in order to work in vocational/occupational education classes where there are large numbers of LEP students. They will be assigned by districts and language similar to the practice with the Bilingual Community Field Coordinators. Madison Park and the McCormack Middle will be used as models for this coordination. Bilingual aides at both schools will rotate with the focus on helping LEP students. Adults who are participating in the Vocational ESL classes will volunteer time in different vocational/occupational programs citywide.

B. Recruitment and Assessment Procedures

1. All information for recruitment will be translated into all languages for students and parents. These translations will be submitted to the Bilingual Office. Attempts will be made to adapt all materials at the HHHORC in order to service all LEP students who wish to apply, funds permitting.

2. Letters and information in the native language will be sent to all students and parents at each level.

3. Correct as stated.

4. Correct as stated.

5. All students are being assigned a Lau Category. Testers will be hired to process any missing information. Lau Categories are being updated for students in and out of bilingual programs.

6. The transfer process out of bilingual programs into monolingual classes is being addressed by the system as a whole. Smaller class sizes and student/teacher ratios are being proposed for standard curriculum classes. In addition, training is being conducted to introduce innovative scheduling practices at the middle school level where partial mainstreaming during the school year is most problematic.

7. Correct as stated.

C. Availability of Curriculum Materials

1. Adaptations/translations of materials and/or information to LEP students and parents will be submitted to the Bilingual Department only if there is the lack of a translator at the HHHORC, or other sources or for certain particular languages and if there are funds available.

2. The Title VII and 636 Offices for bilingual programs have generated guides in various langauges to be used by teachers. Proposals for additional funds have been submitted to Washington in order to obtain assistance in this area. Proposals for increased budgets to deal with this problem have been generated by the Bilingual Office.

3. Bilingual Guidance Counselors and bilingual aides will be included in the training/workshops for the 84-85 SY in the areas of vocational ESL, curriculum development, and reading in the native language in order to assist bilingual, ESL, and vocational education teachers in their communication with each other relative to vocational/occupational issues.

4. Attempts are being made by the Instructional Management Committee (IMC) of the Bilingual Office to review all curriculum materials to ensure that texts and other resource materials are linguistically and culturally relevant. This Office is also collaborating with staff from the Curriculum and Instruction Office to review materials developed for all BPS students for the same purpose.

5. The Bilingual 636 Office has supplied many schools with guides, books, and other resource materials so that their libraries will have culturally relevant materials.

D. Accessibility to Programs

1. This issue is being addressed at the HHHORC. VESL classes are being provided.

2. Staff at the HHHORC will be trained to deal with this problem. The Bilingual Vocational Coordinator will develop a timeline for June and September in order to train Bilingual Guidance Counselors to address this problem. Bilingual Department Heads wil also participate in the training as well well as all other bilingual staff in order to encourage students to take full advantage of the programs at the HHHORC.

3. An ESL teacher has been assigned as a support person for LEP students at Boston Technical High School. To date, the Headmasters at Latin Academy and Latin School have not requested additional ESL support for LEP students at their schools. A Bilingual Coordinator has been assigned to review the AWC Bilingual programs at the Hennigan Elementary and Mackey Middle to ensure that adequate preparation on the part of the students and staff is in evidence. Bilingual students who enter the examination schools do receive guidance services at those schools.

4. When a full cluster (100 students at the secondary schools and 80 students at the elementary schools) is not constituted, it is difficult to provide a full program of instruction. Many high school bilingual programs were not consolidated this year because of a need for stability in the programs and also that reorganization of the system's districts and student assignment patterns was suppose to have taken place. A Long Range Plan is presently being considered for the 85-86 SY. Without a full cluster, fewer teachers are assigned and consequently there are fewer course offerings. With the introduction of a promotional policy and graduation standards, LEP students must also take required courses for credit accumulation. This places a tremendous burden on both students and teachers especially if bilingual students must compete with their English-speaking peers for career opportunities. Our record for graduating seniors in the past three years. with respect to placement in careers and institutions of higher education has been quite successful.

5. With full cluster this will be less of a problem; however, enrollments at the high school level for all linguistic groups is on the decline. Equal access for all course offerings can only be guaranteed in relation to the student's proficiency in English. The State TBE law should be flexible to respect this reality.

6. The HHHORC is not presently the home school for LEP students that participate in the programs. These students should be provided with bilingual instruction in their home schools and supports with native language speaking aides at the HHHORC. Unfortunately the job market in

Boston as well as New England is not as open to students with limited English proficient skills as some people would like it to be. In vocational and occupational education, students who cannot function in English are at a disadvantage for careers and employment.

7. Correct as stated.

8. The D. I. is attempting to resolve this issue at these schools mentioned in the report.

9. The Chapter I budget does not allow for expansion in the area of "Native Language Reading Programs". Requests have been made through this Office. A committee has been established to deal with those students who are functionally illiterate in both their native language and English. Since this number is small and represents both LEP and non-LEP students, the Office of Student Support Services is collaborating with the Curriculum and Bilingual Offices are addressing this problem. Additional bilingual and/or ESL teachers is one approach.

10. The Coordinator of Early Childhood Programs has had notices translated into the different languages. These will be disseminated along with notices in English to eliminate this problem.

11. The issue of space at the John F. Kennedy School has been brought to the attention of the D. I. There are safety factors that must be taken into consideration when Kindergarten students are bussed from one site to another.

12. The Principals of the schools with Bilingual Programs can request assistance from the District Office where native-speaking Community Field Coordinators are available for assistance to parents. A notice will be sent to them alerting them of this posibility.

E. Bilingual Clusters

1. Attempts to consolidate certain programs in order to have full clusters are being undertaken. In certain cases space is not available and programs must be moved in their entirety. This is most evident at the high school level where the Hispanic enrollment is on the decline. This Office has made certain recommendations for consolidation in the past which have been denied by the Court. Specific cases are the Hispanic Programs at South Boston and Charlestown High Schools.

2. This Office has been working closely with the Headmaster and Bilingual Department Head at South Boston High School in order to remedy the problem of limited course offerings. Additional Cambodian staff is needed if this is to happen.

F. Parent Participation

1. Many bilingual sub-PAC parents are involved in the Annual Program Review. Many parents work during the day and are unavailable for meetings and visits during school hours. The Lau Review and Status Forms are an aid to parents as they visit the schools. Training and orientation of parents are always conducted before the Review is conducted.

2. Correct as stated.

3. This Office has 13 Community Field Coordinators who represent the interests of the parents in all the language groups serviced by the system. In addition, support staff exist in many other departments. Budget constraints have caused certain limitations in hiring of paraprofessional staff; however resources are available most of the time.

Many of the requests and recommendations in the report have already been accomplished. This Office has worked closely with the TBE Specialists during the year to ensure that non-compliance issues are dealt with fairly and without delay. Certain areas are always problematic in how regulations are interpreted.

We look forward to your continued support and cooperation in the coming months.

Sincerely,

Raffael DeGruttola

Raffael DeGruttola
Senior Advisor
Citywide Bilingual Programs

/k

cc: Robert R. Spillane, Superintendent of Schools
Oliver W. Lancaster, Deputy Superintendent, Curriculum & Inst.
Manuel Monteiro, Deputy Superintendent, Finance and Admin.
Robert Peterkin, Deputy Superintendent, School Operations
James Caradonio, Director, HHHORC
John Coakley, Senior Office, Dept. of Implementation
Ernest Mazzone, Director, Bureau of Transitional Bilingual Ed.

THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

2+1=3
BILINGUAL

BOSTON PUBLIC SCHOOLS
Hubert H. Humphrey Occupational Resource Center
Bilingual Services

TOMASA COUVERTHIER
Bilingual Coordinator

The bilingual who learns a trade speaks three languages

El bilingüe que aprende un oficio habla tres idiomas

Le bilingue apprend un métier et parle trois langues

Chương trình song ngữ học nghề và nói ba thứ ngôn ngữ

Os bilingues que ensinem uma ocupação falam tres linguas

[illegible]

双重語言能學
習職業並可講
三種語言.

MEMORANDUM TO: Raffael DeGruttola

FROM: Tomasa Couvethier

RE: Coordination between City-Wide Bilingual Programs and Bilingual Vocational Education Services.

DATE: March 13, 1984

As we had agreed in our March 2, 1984 meeting, pertaining to the State Audit for Bilingual Programs and Bilingual Vocational/Occupational Education Services; please read the following importantpoints of information discussed.

Bilingual Aides

State Audit Findings;" In more than 90%of classes monitored, bilingual aides are not available within the vocational/occupational educationclasses" (Finding-C,Page 401;ocational/Occupational Education)

Actions to be taken;

1. Coordination of city-wide bilingual aides service.

2. Recruitment of Volunteers.

Activities

1-a. In school bilingual aides coordination; biligual aides assigned to high/middle schools will be in occupational education classes.

1-b. City-wide bilingual aides rotation; to work in vocational/occupational classes with large numbers of LEP students. Theywill be assigned by districts /language(modality used in the assignment of bilingual field coordinators).

Madison Park High and Mc Cormack Middle will be used as school models for the above-mentioned coordination. Bilingual aides at both schools rotate with a focus on helping LEP Students.

2-a. Letters to colleges/universities and community based organizations; to permit of coordination with interships and community support programs.

2-b. Adults who are participating in the Vocational ESL classes will volunteer time in different vocational/occupational programs city-wide.(the internship modality). This participation will take place after completion of program with good understanding and oral skills of the English .

Bilingual Translations

State Audit Recommendation: Native language instructional materials for the program areas in which large numbers of LEP students are enrolled be developed /adapted/commecrcially bought to be used by the vocational occupational education programs." (V-E,Page 353, on the Bilingual Education)

Actions to be taken: Adaptations/translations of materials and/or information to LEP students and parents will be submitted to the Bilingual Department (Central Office) by the Bilingual Vocational/Occupational Services from Education and Employment under the following circumstances only:

1.If there is a lack of a translator for a particular native language at the vocational /occupational program and/or the Department of Education and Employment(Bilingual Support Services).

2.Lack of adapting skills by bilinguals in voc./occ.programs who speak a particular native language.

3.Lack of funds.

Translations guidelines listed in the Superintendent Memorandum #104 will be Followed.

Bilingual Counselors

State Audit Recommendation: Bilingual counselors, speaking the appropriate targeted native language, be assigned to those voc./occ. programs in wich LEP students are enrolled (especially at the HHHORC)." (V-C, Page 353,of the Bilingual Education)

Actions to be taken: Coordination with resources available.

1.A site visit schedule for bilingual counselors with or without bilingual students at the Humphrey Center, will be developed.

2.A process for documenting site visits to the Humphrey Center by the bilingual counselors will be developed.

3.Universities with counseling internships will be contacted.

Other agreements

Bilingual counselors and bilingual aides will be included in the training/workshops for 1984-85 school year on Vocational ESL and any other vocational/occupational education issues.

The Bilingual Vocational Coordinator will set up an agenda and dates to meet with bilingual counselors in June and September.

The Bilingual Vocational Coordinator will participate in the Training Committee Meetings.

As discussed and agreed copies of the above-mentioned coordination of bilingual services will be desseminated to bilingual Department Heads, Bilingual Coordinators, Director of Education and Employment and Chairperson of the Bilingual Training Committee.

Participants of Activities and actions to be taken: Who is responsible ~~of~~ for what

Bilingual Aides

Activity	Department Responsible
1-a	Bilingual Department- Central Office
1-b	Bilingual Vocational Services - Education&Employ
2-a	Both Departments
2-b	Bilingual Voc. Services- Education & Employment

Bilingual Translations

The actions to be taken are very clear by whom.

Bilingual Counselors

Actions to be taken	Department Responsible
#1	Combined efforts by both departments
#2	Bilingual Voc. Services- Ed.& Employmt.
#3	Combined efforts by both departments

cc: Jim Caradonio
Bilingual Coordinators
Bilingual Department Heads
Peter Plattes

APPENDIX D

OBJECTIVES AND QUESTIONS TO BE ANSWERED IN EACH SCHOOL

SPRING 1984

OBJECTIVES AND QUESTIONS	SCHOOLS AND DATE			
	Mackey Middle	English High		
Objective I				
a) How are the parents of the incoming kindergarten LEP students informed of the availability of bilingual kindergarten/extended bilingual kindergarten education programming?				
b) Are facilities, space, and staff provided for the projected bilingual kindergarten/extended bilingual kindergarten programs for all language groups?				
c) During the registration period, are bilingual (in the targeted languages) school officials available to assist the parents of the LEP student enroll their child in the bilingual kindergarten/ extended bilingual kindergarten programs?				
d) Are the registration forms provided in the native targeted languages?				
e) Are the parents of the LEP child informed of their rights relative to bilingual education programming?				
f) Have TBE/ESL student assignments been conducted as mandated by the Court?				
g) Do the program locations provide for equal access to school facilities for the LEP student?				
h) Are there adequate facilities to implement bilingual education programming?				
i) Are the staff members of the bilingual education program certified or certifiable?				
j) Does there exist sufficient numbers of bilingual education staff members to implement full-time bilingual education programming?				
k) What is being done by the HHORC staff to recruit LEP students-especially the Cape Verdeans, Portugueses, Haitians, Laotians, Vietnameses, Cambodians, and Czechoslovians?				

2

OBJECTIVES AND QUESTIONS TO BE ANSWERED IN EACH SCHOOL

OBJECTIVES AND QUESTIONS	SCHOOLS AND DA			
	Mackey Middle	English High		
Objective II				
a) What procedures are implemented for identification, placement and transfer of bilingual education students?				
b) Does there exist equal access opportunities for LEP students to participate in extra-curricular activities?				
c) Are there follow-up services available for students who are partially or fully mainstreamed?				
d) Do teachers have adequate instructional and student materials within the classroom which are linguistically and culturally relevant to their student populations?				
e) Are those materials appropriate by grade level? Age level? Content area?				
f) Are linguistically and culturally relevant materials located in the library/resource room?				
g) Are there appropriate numbers and credentiated staff members to provide services to the LEP student population especially at the HHORC				
h) Which grading system is used to promote bilingual students from one grade level to the next? Is this grading system consistent with the one used with the non-bilingual student population?				
i) Is the cluster (100 bilingual students) model in place for all bilingual education programs for each language group?				

OBJECTIVES AND QUESTIONS TO BE ANSWERED IN EACH SCHOOL

APPENDIX D

OBJECTIVES AND QUESTIONS	SCHOOLS AND DAT			
	Mackey Middle	English High		
j) Is the annual in house review conducted including involvement from the bilingual parents?				
k) Is appropriate bilingual education programming available to LEP students in targeted native language especially at the HHORC?				
l) Have the orientation and application booklets been written in Spanish? Greek? Italian? French? Portuguese? Chinese? English?				
m) What percentage of the targeted parents have received the orientation booklets in the appropriate target language?				
n) How were the distribution locations of the booklets determined?				
o) Were the native language orientation booklets available for distribution at the same time as the English orientation booklets?				
p) How are LEP students recruited to examination and magnet schools?				
q) Do the admissions criteria used to screen student admission into the examination and magnet schools provide for the LEP students?				
r) Are notices specifying availability of bilingual services, location of programs, parent rights available to bilingual parents in the native language?				
s) What is the dissemination plan to inform bilingual parents of availability of services?				
t) What is the attrition rate of the LEP students in various Boston Public School programs?				

APPENDIX E

MAINSTREAMING & STUDENT/TEACHER RATIO PROBLEMS

SPRING 1984

SCHOOLS	PARTIAL OR FULL MAINSTREAMING PROBLEMS?		PROBLEMS WITH STUDENT-TEACHER RATIOS?		OTHER
	NO	YES - Which?	NO	YES	
English High		Pairing of students Problems		X	Laotians, Haitian Hispanics
Dorchester High		Overcrowded classes No parallel schedul.		X	Under rehabilitation now
South Boston High		Too much immersion	X		
Jamaica Plain High	X			X	
Boston High	N/A	N/A	N/A	N/A	
H.H.O.R.C.					
Madison Park High		No paralled sched.	X	"With few teachers the scheduling becomes a nightma	
Mario Umana High	N/A	N/A	N/A	N/A	
Cleveland Middle		No paralled sched. Overcrowded classes			Multi-grade Multi-level
M. L. King Middle		No paralled sched.	X		Multi-grade Multi-level
Dearborn Middle		No parallel sched. Overcrowded classes		X	Multi-grade Multi-level
Taft Middle	N/A	N/A	N/A	N/A	
Mackey Middle		No paralled sched. Overcrowded classes		X	Multi-grade Multi-level
Boston Tech	N/A	N/A	N/A	N/A	
Blackstone Elementary					

APPENDIX F

STAFFING NEEDS (COUNSELORS, TEACHERS, AIDES) IN THE REGULAR BILINGUAL PROGRAMS*
SPRING 1984

SCHOOLS	Bilingual Guidance Counselors Needed?		Bilingual Teachers Needed?		Bilingual Aides Needed?		OTHER
	NO	YES - LANGUAGE	NO	YES - NO. LANGUAGES	NO	YES - NO. LANGUAGES	
English High		1 Laotian 1 Haitian		1 Haitian		1 Laotian 1 Spanish, 2 Haitian	
Dorchester High	X	3 days a week		1 Spanish or ESL (depends on what's done with Mr. Valdés)		1 Spanish	Administrators don't want aides.
South Boston High		1 Cambodian 1 Hispanic		1 Cambodian needed (2 ESL in excess)		1 Spanish	Need Cambodian SPED teacher
Jamaica Plain High	X			2 Spanish		2 Spanish	9 teachers projected for Sept., 1984
Boston High		1 for each group (Haitian, Chinese, Hispanics)				1 Haitian (for '84-'85)	Special Work Study Program
H.H.O.R.C.							
Madison Park High	X		X			1 Cape Verdean	Hispanics increasing
Mario Umana High		1 Hispanic		1 Spanish	X		
Cleveland Middle	X	2 days a week	X			1 Spanish	
M. L. King Middle		1 Spanish	X		X		No bilingual substitute(maternity leave
Dearborn Middle	X	Was assigned but hasn't been to the school yet.	X			1 Cape Verdean	
Taft Middle							
Mackey Middle	X	Only 1 day a week!		1 Bilingual Math		1 Spanish	
Boston Tech							
Blackstone Elementary							

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* For data on the Voc. Ed. programs, refer to Appendix K.

APPENDIX G

UNCERTIFIED TEACHERS AND TEACHERS TEACHING OUTSIDE THEIR AREAS OF CERTIFICATION*

SPRING 1984

SCHOOLS	Uncertified Bilingual Teachers?		Teachers Teaching Outside of Areas of Certification?		OTHERS
	NO	YES - COMMENTS	NO	YES - COMMENTS	
English High		2 Haitians 1 Laotian		1 Science teacher teaches Soc. Studies (Laotian) 1 not certified in Math	According to Print-Outs
Dorchester High	X			1 Math teacher teaching ESL	
South Boston High		2 Cambodian 1 Spanish		2 ESL grandfathered teach Soc. Studies; 1 Spanish certified teacher teaches Soc. Studies	3 ESL grandfathered 2 teach Soc. Studies in English to LEP
Jamaica Plain High		2 Spanish	X		According to Print-Outs
Boston High		1 Chinese 1 Haitian		NO DATA	Special Work Study Programs
H.H.O.R.C.					
Madison Park High		1 Cape Verdean	X		
Cleveland Middle	X		X		
M. L. King Middle		1 Science	X		1 ESL grandfathered
Dearborn Middle		1 provisional on waiver	X		2 certifications needed to teach(1 for 6th, 1 - 7th & 8th)
Taft Middle					
Mackey Middle	X			2 Social Studies teachers teaching Math to AWC students	
Boston Tech					
Blackstone Elementary		NO DATA		NO DATA	
Mario Umana High		1 Chinese 1 Spanish			

* For data on the Vocational Education Programs, refer to Appendix K.

APPENDIX H

CLUSTER SIZE

SPRING 1984

DISTRICT	SCHOOLS	LAU CLUSTER SIZE			COMMENTS
		SIZE	LANGUAGE GROUP	NON-COMPLIANCE	
9	English High	258	Haitians	-	Increasing
		36	Hispanics	X	Drop-out or Transfe
		31	Laotians	-	Decreasing
		15	Others	-	Increasing
5	Dorchester High	81	Hispanics	X	Rehabilitation in process
6	South Boston High	105	Cambodians	-	
		75	Hispanics	X	
2	Jamaica Plain High	117	Hispanics	-	The D.I. reports 111; Bil. Dept. Head reports 123
9	Boston High	13	Haitians		Special Work-Study Program
		7	Chinese		
		32	Hispanics	N/A	
9	H.H.O.R.C.				
9	Madison Park High	101	Hispanics	-	
		168	Cape Verdeans	-	
		14	Portuguese	-	
9	Mario Umana High (7-12)	18	Chinese	(limited to 30)	Special School for Science & Technolog
		28	Hispanics	N/A	
5	Cleveland Middle	98	Hispanics	X	
9	M. L. King Middle	63	Hispanics	X	Decreased from 76 in September
6	Dearborn Middle	116	Cape Verdeans	-	16-20 at the Barnes
1	Taft Middle	68	Hispanics	X	
9	Mackey Middle	90	Hispanics	X	
9	Boston Tech	89	Hispanics		
7	Blackstone Elementary	N/A	N/A	N/A	

APPENDIX 1

INSUFFICIENT AND LINGUISTICALLY/CULTURALLY IRRELEVANT CURRICULUM MATERIALS - SPRING 1984

SCHOOLS	Sufficient N.L. Materials?		Culturally Relevant N.L. Materials?		Sufficient English Materials?		Culturally Relevant English Materials?		Relevant Materials In The Library?
	YES	NO	YES	NO	YES	NO	YES	NO	
English High		X		X		X		X	No
Dorchester High		X		X	X			X	No
South Boston High		X		X	X			X	No
Jamaica Plain High		X		X		X		X	No
Boston High		N/A*		N/A		X		X	No
H.H.O.R.C.		X		X	X			X	No
Madison Park High		X		X		X		X	No
Mario Umana High		X		X	X			X	No
Cleveland Middle		X		X		X		X	No
M.L. King Middle		X				X		X	No
Dearborn Middle		X		X	X			X	No
Taft Middle		N/D**		N/D				N/D	N/D
Mackey Middle		X		X	X			X	No
Boston Tech		N/D		N/D				N/D	N/D
Blackstone Elementary		N/D		N/D				N/D	N/D

* N/A = Does not apply ** N/D = No data

APPENDIX J

REQUIRED COURSES OFFERED AND ACCESS TO EXTRA-CURRICULAR ACTIVITIES SPRING 1984

SCHOOLS	All Chapter 71A mandated courses offered?		Do LEP students have access to all extra-curricular activities?	
	YES	NO	YES	NO
English High	Haitians	Laotians Hispanics	X	
Dorchester High		X	X	
South Boston High		X	X	
Jamaica Plain High	X		X	
Boston High		N/A	X	
H.H.O.R.C.		N/A	X	
Madison Park High		X	X	
Mario Umana High *		X	X	
Cleveland Middle		X	X	
M. L. King Middle		X	X	
Dearborn Middle		X	X	
Taft Middle		N/D	N/D	
Mackey Middle		X	X	
Boston Tech		N/A	X	
Blackstone Elementary		N/D	N/D	

N/A - Does not apply
N/D - No data

* Umana offers two years of TBE (7th and 8th grades) to a Chinese and a Hispanic cluster limited in size to 30 students per cluster. This does not allow for a full TBE program.

APPENDIX K

QUESTIONNAIRE FOR VOCATIONAL/OCCUPATIONAL
EDUCATION PROGRAMS - SPRING 1984

Legend
X = yes
- = does not exist

	Cleveland	M.L.King	Dearborn	Taft	Mackey	Boston High	J. Plain High	H. Park High	Boston Tech	
1. Are there written procedures to encourage LEP students to enroll in Occ/Voc Ed. program										
. letters in native lang. to parent	-	-	-	-	-	-	-	-	-	
. other										
2. **Do written procedures exist to determine LEP students?**	x	x	x	x	x	x	x	x	x	
3. What kind of services are offered to LEP students in the native lang.										
. voc/occ ed. in native lang.	-	-	-	-	-	-	-	-	-	
. other										
4. Staffing information										
. native language teachers #	5	5	6	3	5	5	7	14	-	
. ESL teacher	1	1	1	2	1	-	-	4	1	
. aides	1	-	-	-	3	-	3	2	-	
. counselors *	2½	-	-	1	1	1	1	1	-	
5. What are the numbers of LEP students enrolled in this school? **	98	69	102	102	68	63	92	175	89	
6. What is the teacher/student ratio?										
7. How do you teach LEP students?										
. teach monolingually										
. teach monolingually with a bil. student translating	x	x	x	x	x	x	x	x	x	
. teach monolingually with some native lang. materials										
. teach monolingually with a native language speaking aide							x			
. teach bilingually - in English and the targeted native lang.										
8. Are aides available to work with your students	-	-	-	-	-	-	x	x	-	
9. Are aides used in the voc/occ education classes to help the LEP students	-	-	-	-	-	-	-	-	-	

* represents the number of days/weekly
** Lau Categories A&B only

APPENDIX K

	Cleveland	M.L.King	Dearborn	Taft	Mackey	Boston High	J. Plain High	H. Park High	Boston Tech	
10. What programs are available										
. automative						x				
. foods	x	x	x	x	x		x	x		
. clothing	x	x	x	x				x		
. electronic	x			x					x	
. woods	x	x	x		x		x	x	x	
. drafting	x		x	x				x		
. metal	x	x					x		x	
. data processing				x						
. printing		x		x				x	x	
. business				x		x	x	x		
. computer education	x					x	x	x		
. child care								x		
. machine technology									x	

11. Curricular materials are available in the following native lang.
- Cape Verdean
- Portuguese
- Haitian
- Cambodian
- Laotian
- Vietnamese
- Chinese
- Italian
- Greek
- Czechoslavakian
- Spanish
- Other

Refer to Appendix N, specifying the availability of materials by program area and by language groups.

12. Curricular materials are used in the following language.
- Cape Verdean
- Portuguese
- Haitian
- Cambodian
- Laotian
- Vietnamese
- Chinese
- Italian
- Greek
- Czechoslavakian
- Spanish
- Other

Materials in the native languages are not used.

13. What kind of native language materials do you use?

____

____

____

APPENDIX K

	Cleveland	M.L. King	Dearborn	Taft	Mackey	Boston High	J. Plain High	M. Park High	Boston Tech		
14. Does coordination exist between the voc/occ education teachers and the bilingual teachers in:											
. automotive	*						Some coordination exists.	Some coordination exists.			
. foods											
. clothing											
. electronic											
. woods											
. drafting											
. metal											
. data processing											
. printing											
. business											
. computer education											
. other											
15. Does coordination exist between the voc/occ education teachers and the ESL teachers in											
. automotive	*						Some coordination exists.	Some coordination exists.			
. foods											
. clothing											
. electronic											
. woods											
. drafting											
. metal											
. data processing											
. printing											
. business											
. computer education											
. other											
16. Is this administration/teaching peers receptive to bilingual education services to the LEP students?											

* No coordination exists

17. What administrative support would facilitate your task of reponding to the linguistic-cultural needs of the LEP students in your class?

Cleveland	M.L.King	Dearborn	Taft	Mackey	Boston High	J. Plain High	M. Park High	Boston T	

18. Additional information

APPENDIX L

ANALYSIS OF STUDENTS BY RACE BY GRADE
ASSIGNED ENROLL 09/29/83 NON-PROG SEATING CAPACITY — AVAILABLE SEATS

RUN SUMMARY

		CAPACITY	AVAILABLE SEATS	
COURT CAPACITY 37810	K1 - K2	4425	+ 1882	SUBSTANTIA
	ELEM.	19216	+ 2969	VOCATION
	MIDDLE	12730	+ 1427	
	HIGH	15450	+ 261	A

GRADE	BLACK	WHITE	ORIENTAL	HISPANIC	INDIAN AMERICAN	TOTAL BY GRADE
K2	1733	1814	261	744	17	4569
01	2557	1235	269	1015	22	5098
02	2329	1111	326	949	26	4741
03	1917	936	298	759	32	3942
04	1861	943	297	698	14	3813
05	1806	1005	303	714	27	3855
06	2231	1132	317	797	22	4499
07	2439	1482	285	789	20	5015
08	2051	1423	283	710	21	4488
09	2929	1912	328	878	21	6068
10	2583	1444	369	620	27	5043
11	2366	1317	354	480	22	4539
12	1578	991	312	327	9	3217
RUN TO DATE	28380	16745	4002	9480	280	58887
PERCENTAGES	48	28	7	16	0	100
K1-K2 TOTALS	1733	1814	261	744	17	4569
ELEM. TOTALS	10470	5230	1493	4135	121	21449
MIDDLE TOTALS	6721	4037	885	2296	63	14002
HIGH TOTALS	9456	5664	1363	2305	79	18867
BILINGUAL TOTAL	1082	610	1695	3955	5	7347
VOCATIONAL ED TOTAL	321	190	8	46	5	570
BUSINESS ED TOTAL	193	93	6	9	0	301
ORC WEEK IN/OUT	0	0	0	0	0	0
ORC HALF-DAY	1411	446	69	356	15	2297
ORC EXPLORATORY	560	143	13	214	2	932
EXTENDED DAY TOTAL	592	386	79	334	6	1397
ADVANCED WORK TOTAL	580	285	142	140	11	1158
SPECIAL NEEDS						
MAINSTREAM	4176	1872	91	1178	44	7361
SUBSTANTIALLY SEP.	1817	1047	29	483	10	3386

APPENDIX M

ANALYSIS OF STUDENTS BY LANGUAGE AND GRADE DATE 02/23/84
BILINGUAL 02/23/84

RUN SUMMARY

LANGUAGE CODE

GRADE	CA	LA	CH	FR	GR	IT	CV	PO	SP	VT	O	GRADE TOTAL
K2	13	10	77	18	19	27	46	8	346	35	2	601
01	23	10	77	47	14	12	74	9	474	38	3	781
02	22	9	102	47	16	23	50	10	522	38	4	843
03	25	8	91	39	16	28	35	11	402	44	1	700
04	23	10	84	25	19	18	34	9	352	32	9	615
05	23	2	81	40	15	25	47	5	321	24	9	592
06	27	6	61	24	10	25	43	10	295	27	5	533
07	27	12	44	27	3	22	32	8	303	26	1	505
08	36	8	41	33	8	23	38	11	252	20	4	474
09	21	6	58	35	9	47	35	7	256	23	6	503
10	32	8	54	71	8	29	48	6	164	38	3	461
11	43	10	55	110	11	24	62	0	123	29	6	473
12	15	4	60	55	9	21	22	2	94	36	4	322
RUN TO DA	330	103	885	571	157	324	566	96	3904	410	57	7403
BIL TOTAL	330	103	885	571	157	324	566	96	3904	410	57	7403
VE TOTAL	0	0	0	0	0	0	0	0	0	0	0	0
ADV TOTAL	0	0	0	0	0	0	0	0	45	0	0	45
SP NCS												
MNSTRM	7	2	22	17	23	37	43	11	513	9	5	689
SUB SEP	1	0	2	4	0	1	6	1	234	0	1	250

Appendix N

AVAILABLE NATIVE LANGUAGE CURRICULAR MATERIALS VOCATIONAL/OCCUPATIONAL EDUCATION

LANGUAGE	Cape Verdean		Portuguese		Haitian		Cambodian		Laotian		Vietnamese		Chinese		Italian		Greek		Spanish		Czechoslovakian		Other (specify)			
PROGRAM	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
Food Service									X																	
Retailing, Marketing and Management																										
Cabinetmaking																			X							
Carpentry							X		X																	
Plumbing									X										X							
Building Maintenance and Repair																										
Autobody Repair Laboratory											X								X							
Machine Laboratory																			X							
Sheet Metal Laboratory																			X							
Welding Laboratory																			X							
Advanced Office and Management											X								X							
Legal Office Procedures																			X							
Medical Office Assistant																			X							
Word Processing																			X							
Banking																										
Child Care																										
Cosmetology																			X							
Fashion/Interior Design																										
Hotel Hospitality																			X							
Data Processing																			X							
Health Aide									X										X							
Health Laboratory Skills																			X							
Medical Office Assistant-Clinical																			X							
Nursing Assistant									X										X							
Electrical Technology										X									X							
Electronics Technology																										
Heating, Air Conditioning, Refrigeration																			X							
Commercial Design		X																	X							
Fashion Illustration																										
Machine Drafting		X																	X							

LANGUAGE	Cape Verdean		Portuguese		Haitian		Cambodian		Laotian		Vietnamese		Chinese		Italian		Greek		Spanish		Czechoslovakian		Other (specify)			
PROGRAM	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
Photographic Technology																										
Printing																										
Television Production																										
Automotive/Truck Repair																										
Marine and Small Engine Repair																										

APPENDIX O

INCREASE/DECREASE IN ENROLLMENTS BETWEEN 1981-82 AND 1983-84 BY RACE*

RACE	SCHOOL YEARS						THREE YEAR INCREASE/ DECREASE	
	1981-1982		1982-1983		1983-1984			
	Freq.	Perc.	Freq.	Perc.	Freq.	Perc.	Freq.	Perc.
Whites	21169	34	18902	31	17745	30	-3424	-4
Blacks	29302	46	29110	47	28380	48	- 922	+2
Hispanics	8784	14	9196	15	9480	16	+ 696	+2
Orientals	3573	6	3846	6	4002	7	+ 429	+1
American Indians	274	0.04	262	0.04	280	0.05	+ 6	+0.01

* Data taken from printouts of the Department of Implementation.

VOCATIONAL AND OCCUPATIONAL EDUCATION

MONITORING REPORT
UNIFIED PLAN FOR VOCATIONAL AND OCCUPATIONAL EDUCATION
BOSTON PUBLIC SCHOOLS

I Compliance with Relevant Court Orders, State Laws and Regulations

A. Monitoring Objectives and Key Questions

The major monitoring objective is to determine if all vocational education programs conform to racial ratios established by the Court and if all programs comply with admissions criteria specified by the Unified Plan including proportional representation by sex.

How does Boston justify disproportional enrollments by race and sex in certain skills training programs?
What is being done to remedy this situation?

B. Methodology

The Bureau of Equal Educational Opportunity analyzed enrollment data of vocational education programs submitted by Boston. Further, monitors met with the Senior Manager of the Department of Implementation and the Director of Education and Employment for a discussion of the findings of data analysis and Boston's possible action to remedy the disproportional enrollment by race and sex in certain vocational education programs.

C. Findings

Status of Compliance

First Reporting Period:	non-compliance
Second Reporting Period:	partial compliance
Current Reporting Period:	partial compliance

HUBERT H. HUMPHREY OCCUPATIONAL RESOURCE CENTER (HHORC)/MAGNET SHOPS

The Unified Plan mandates enrollment goals by race for the 35 programs of the HHORC and the 6 magnet shops (Cooperative Industrial Programs) in District High Schools, and, in addition, specifically requires affirmative recruiting for males and females. According to the Unified Plan, enrollment in these programs "will reflect the racial ratios established by the Court for the city-wide schools", and further, admissions "shall specifically encourage a student composition for such programs in keeping with the city-wide male/female student ratio" in programs where one sex or the other had traditionally predominated (that is, traditionally enrolled less than 35% of one sex or the other).

Race -- Magnet Shops

Magnet shop enrollments are required to meet the court-mandated goals of District IX. The percentage enrollments for each shop by race are displayed in Figure 1. There is significant over-enrollment of White students in the Agri-Business program at West Roxbury and in the Machine Shop at Hyde Park (while Black students are significantly over-enrolled in the Machine Shop at the HHORC; see Figure 2). Other minority students are significantly under-enrolled in those two programs and in the Machine Shop at East Boston. Also, other minority students are over-enrolled in the two shops at Dorchester High.

Race -- HHORC

The District IX goals have been adjusted for the HHORC. These goals have been used to compute a "compliance index" for each program for each racial group; the results are displayed in Figures 2 through 4. (The index is computed by dividing the percentage enrollment of each racial group by the "ideal", or - goal, for each group.) A program in strict compliance should have an index between .95 and 1.05. The shaded area on each figure indicates programs in strict compliance for the racial group in question. The programs most seriously out of compliance are at the top and the bottom of each list.

For example, Figure 2 lists in order the compliance index for Black students for each program. It shows that the program with the lowest proportional Black enrollment is Heating, Ventilating & Air Conditioning, and the programs with the highest proportional enrollment are Retail, Machine Shop, and Fashion.

Figure 3 shows that the programs with the lowest proportional enrollment of White students are Fashion, Health Aide, and Banking. Those with the highest proportional enrollment of White students are Plumbing, Illustration, and Heating, Ventilating and Air Conditioning.

Figure 4 shows that other minority students -- who are the least represented at the HHORC in comparison with Black and White students -- are not enrolled at all in Building Maintenance and Illustration. They are over-represented in Health Aide, Dental Assistant and Banking.

Eight programs at the HHORC are in strict compliance with the goal for Black enrollments; four are in strict compliance with the goal for White enrollments, and two for other minority enrollments. Eleven programs fall outside a 25% variation of the goal for Black students; twenty-four programs fall outside a 25% variation of the goal for White students and twenty-two programs fall outside the goal for other minority students.

Gender -- Magnet Shops

Figure 5 shows enrollments by sex in the magnet shops. Agri-Business at West Roxbury comes closest to meeting the standard of 48% female enrollment (the percentage of female students enrolled in the Boston Public Schools), although, as noted in the last report, there is significant variation in the proportion of females enrolled in the specific Agri-Business programs. The Architectural Woodworking program at Dorchester and the two machine shops enroll less than 20% females.

Gender -- HHORC

Figure 6 shows enrollments by sex in HHORC programs. The "compliance index" was developed by dividing the actual percentage of females enrolled in the program by 48%. The percentage of enrolled females ranges from 0 (in Plumbing, Building Maintenance, Welding and HVAC) to 100% (in Nursing Assistant). In twelve programs the enrollment of females meets halfway or better (14% to 62%) of the Unified Plan standard (48%). Enrollments follow the traditional pattern: few or no females in the trades (the Machine Shop, with a 24% female enrollment is a noteworthy exception), and few or no males in the Business and Health Related programs.

District-level Programs

Enrollment in high school vocational/occupational programs is not handled by the assignment process, but is rather a function of scheduling procedures and student choice. Severe disproportionalities of enrollment by race abound nevertheless.

The following high school programs have enrollments that vary 50% or more from the goals of their respective districts:

High School	Program	Over-represented
Brighton	Marketing	White
	Health Career	Black
	Garage Management	Black
Burke	Business Education	Black
	Marketing	Black
	Consumer & Home-making	Black
	Drafting/Electronics	Black
South Boston	Clothing	Other Minorities

Charlestown	Computer Skills Consumer & Home.	White Black
English	Most of non-special needs programs	Black
Madison Park	Most of non-special needs programs	Black

Again, these are problems that cannot be solved through the assignment process, and instead must be addressed by recruiting and career counseling.

Disproportionate enrollment in middle schools is a somewhat different question since some or all of the programs are part of the required core curriculum. Significant disproportions were found in the programs of 10 middle schools: Lewis, Curley, Roosevelt, Lewenberg, Irving, Thompson, Cleveland, Wilson, Dearborn, and Gavin. The overall enrollment pattern in each of these schools is consistent with the disproportions in their vocational/occupational education programs.

Massachusetts law (Section 8.01 of the Regulations for Chapter 622) requires school committees to make an annual evaluation of policies affecting access to programs in their districts, and to pay "special attention... to schools and programs in which students... of racial or national origin groups present in the community are markedly under-represented". Each of the programs and schools noted above requires such attention.

D. Recommendations

Boston should develop an action plan covering measures by the school system to encourage sufficient applications from each racial/ethnic group to permit assignment of and maintenance of enrollments in each program consistent with the "admissions criteria" section of the Unified Plan. Such measures would include participation by all middle school students and ninth graders in exploratory cluster programs designed to expose them to a broad range of occupations and to encourage them to consider applying to city-wide vocational programs. It also would include wide vocational programs. It also would include (1) career guidance efforts tied specifically to the available programs, (2) vigorous outreach from the various programs to encourage applications, (3) follow-up on students who express interest in vocational programs, (4) assignment of staff with specific responsibility for recruitment (with an indication of what portion of their time would be or already is devoted to it),(5) supplementary recruitment for programs for which (at the time of initial assignments) an insufficient pool of applicants from any racial/ethnic group are available, and (6) follow-up with assigned students to increase the likelihood of their attending in the fall.

E. Documentation

Appendix-1	Cooperative Industrial Programs, Enrollment by Race, Sex
Appendix-2	HHORC Programs, Index for Black
Appendix-3	HHORC Programs, Index for White
Appendix-4	HHORC Programs, Other Minorities

HHORC Enrollments by Race, Grade, Sex, and Program Clusters, 4-2-84 (on file)

Program Profile: Education and Employment Courses, Part 1, October 1983 (on file)

Appendix I-1

FIGURE 1 - COOPERATIVE INDUSTRIAL PROGRAMS ENROLLMENT BY RACE, April 1984

SCHOOL	PROGRAM	TOTAL ENROLLMENT	% BLACK	% WHITE	% OTHER MINORITY
BRIGHTON HS	AUTOMOTIVE	222	55	32	13
WEST ROXBURY HS	AGRI-BUSINESS	293	55	39	4
HYDE PARK HS	MACHINE COOP	88	48	51	0
DORCHESTER HS	ARCHIT WOODWRK	48	45	27	27
DORCHESTER HS	URBAN RETROFIT	16	56	25	18
EAST BOSTON HS	MACHINE COOP	81	60	32	1

FIGURE 5 - COOPERATIVE INDUSTRIAL PROGRAMS ENROLLMENT BY SEX, April 1984

SCHOOL	PROGRAM	TOTAL ENROLLMENT	% FEMALE	% MALE
BRIGHTON HS	AUTOMOTIVE	222	10	90
WEST ROXBURY HS	AGRI-BUSINESS	293	42	57
HYDE PARK HS	MACHINE COOP	88	18	81
DORCHESTER HS	ARCHIT WOODWRK	48	16	83
DORCHESTER HS	URBAN RETROFIT	16	37	62
EAST BOSTON HS	MACHINE COOP	81	6	93

Appendix I-2

FIGURE 2 HHORC PROGRAMS
COMPLIANCE INDEX FOR BLACKS
April 1984

PROGRAM	% BLACK OF TOTAL ENROLLMENT	TOTAL ENROLLMENT	COMPLIANCE INDEX
1.HVAC	40	15	.71
2.DENTAL ASST	47	19	.85
3.ELECTRICAL	49	89	.88
4.AUTO REPAIR	50	153	.90
5.CARPENTRY	51	68	.92
6.PLUMBING	55	53	.98
7.CHILD CARE	55	49	.98
8.AUTO BODY	56	62	1.01
9.MARITIME/SM ENG	57	44	1.01
10.MACHINE DRAFTING	57	21	1.02
11.BANKING	59	34	1.05
12.HEALTH LAB	59	17	1.05
13.COSMETOLOGY	59	95	1.05
14.WELDING	60	35	1.07
15.DATA PROCESSING	61	130	1.09
16.WORD PROCESSING	61	49	1.09
17.ILLUSTRATION	63	16	1.12
18.ELECTRONICS	63	112	1.13
19.MAINTENANCE	64	33	1.14
20.NURSING ASST	64	36	1.14
21.MEDICAL OFFICE	68	59	1.21
22.PRINTING	68	75	1.21
23.HEALTH AIDE	69	13	1.24
24.COMMERCIAL DESIGN	69	13	1.24
25.TV PRODUCTION	69	39	1.24
26.OFFICE	71	68	1.26
27.LEGAL OFFICE	71	34	1.26
28.CABINET	71	58	1.26
29.FOOD	72	109	1.28
30.SHEET METAL	72	29	1.29
31.PHOTOGRAPHY	74	43	1.33
32.HOTEL	75	24	1.34
33.RETAIL	80	35	1.43
34.MACHINE SHOP	81	21	1.45
35.FASHION	87	23	1.55

Appendix I-3

FIGURE 3 HHORC PROGRAMS
COMPLIANCE INDEX FOR WHITES
April 1984

PROGRAM	% WHITE OF TOTAL ENROLLMENT	TOTAL ENROLLMENT	COMPLIANCE INDEX
1.FASHION	00	23	.00
2.HEALTH AIDE	00	13	.00
3.BANKING	06	34	.26
4.PHOTOGRAPHY	07	43	.30
5.TV PRODUCTION	08	39	.33
6.MACHINE SHOP	10	21	.41
7.ELECTRONICS	10	112	.43
8.MEDICAL OFFICE	10	59	.44
9.HEALTH LAB	12	17	.51
10.HOTEL	13	24	.54
11.OFFICE	14	68	.58
12.FOOD	14	109	.60
13.CABINET	14	58	.60
14.CHILD CARE	14	49	.62
15.MACHINE DRAFTING	15	21	.62
16.LEGAL OFFICE	15	34	.64
17.COMMERCIAL DESIGN	16	13	.67
18.COSMETOLOGY	17	95	.69
19.NURSING ASST	17	36	.72
20.RETAIL	18	35	.75
21.AUTO BODY	20	62	.77
22.DATA PROCESSING	20	130	.87
23.PRINTING	20	75	.87
24.WORD PROCESSING	21	49	.89
25.SHEET METAL	21	29	.90
26.DENTAL ASST	22	19	.92
27.AUTO REPAIR	23	153	.97
28.MARITIME SM ENG	23	44	.99
29.WELDING	24	35	.99
30.MAINTENANCE	27	33	1.05
31.ELECTRICAL	32	89	1.17
32.CARPENTRY	34	68	1.41
33.PLUMBING	38	53	1.48
34.ILLUSTRATION	47	16	1.63
35.HVAC		15	2.03

Appendix I-4

FIGURE 4 HHORC PROGRAMS
COMPLIANCE INDEX FOR OTHER
MINORITIES, April 1984

PROGRAM	% OTHER MINORITY OF TOT.ENROLLMENT	TOTAL ENROLLMENT	COMPLIANCE INDEX
1.MAINTENANCE	00	33	.00
2.ILLUSTRATION	00	16	.00
3.RETAIL	03	35	.14
4.SHEET METAL	07	29	.33
5.MACCHINE SHOP	10	21	.45
6.PLUMBING	11	53	.54
7.PRINTING	12	75	.57
8.HOTEL	13	24	.60
9.FASHION	13	23	.62
10.HVAC	13	15	.63
11.FOOD	15	109	.70
12.LEGAL OFFICE	15	34	.70
13.COMMERCIAL DESIGN	15	13	.73
14.CABINET	16	58	.74
15.CARPENTRY	16	68	.77
16.OFFICE	16	68	.77
17.WELDING	17	35	.82
18.WORD PROCESSING	18	49	.87
19.PHOTOGRAPHY	19	43	.89
20.DATA PROCESSING	19	130	.92
21.NURSING ASST	19	36	.93
22.MARITIME SM ENG	20	44	.97
23.MEDICAL OFFICE	22	59	1.05
24.TV PRODUCTION	23	39	1.10
25.ELECTRICAL	24	39	1.12
26.COSMETOLOGY	25	95	1.20
27.AUTO BODY	26	62	1.23
28.ELECTRONICS	27	112	1.28
29.AUTO REPAIR	27	153	1.31
30.MACHINE DRAFTING	29	21	1.36
31.HEALTH	29	17	1.40
32.CHILD CARE	31	49	1.46
33.HEALTH AIDE	31	13	1.47
34.DENTAL ASST	32	19	1.50
35.BANKING	35	34	1.68

Appendix I-5

FIGURE 6 HHORC PROGRAMS ENROLLMENTS BY SEX, April 1984

PROGRAM	%FEMALE	TOTAL ENROLLMENT
1.PLUMBING	00	53
2.MAINTENANCE	00	33
3.WELDING	00	35
4.HVAC	00	15
5.AUTO REPAIR	01	153
6.AUTO BODY	02	62
7.MARITIME/SM ENG	02	44
8.ELECTRICAL	03	89
9.CARPENTRY	04	68
10.MACHINE DRAFTING	05	21
11.ELECTRONICS	07	112
12.SHEET METAL	14	29
13.CABINET	16	58
14.PRINTING	23	75
15.MACHINE SHOP	24	21
16.TV PRODUCTION	31	39
17.ILLUSTRATION	38	16
18.COMMERCIAL DESIGN	38	13
19.FOOD	40	109
20.PHOTOGRAPHY	42	43
21.DATA PROCESSING	42	130
22.HOTEL	46	24
23.BANKING	56	34
24.RETAIL	66	35
25.HEALTH	71	17
26.OFFICE	72	68
27.WORD PROCESSING	82	49
28.DENTAL ASST	84	19
29.HEALTH AIDE	85	13
30.LEGAL OFFICE	88	34
31.CHILD CARE	90	49
32.FASHION	91	23
33.MEDICAL OFFICE	93	59
34.COSMETOLOGY	99	95
35.NURSING ASST	100	36

II Core Programs

A. Monitoring Objectives and Key Questions

The monitoring objective is to determine whether middle school career and exploratory programs, as well as high school exploratory and employability programs, are in place as specified by the Unified Plan.

> Which programs are currently operational and non-operational? What steps has Boston taken to comply with provisions?

B. Methodology

Site visits were conducted at 7 high schools and 6 middle schools during this monitoring phase (See Appendix II-1,2 charts). The current Boston Public Schools Profile (10/83), HHORC Cluster Tally dated 4/2/84, and written data collected during interviews with guidance counselors, vocational teachers, principals, headmasters, and other Boston staff during site visits were analyzed to determine findings.

C. Findings

Status of Compliance

First Report Period:	partial compliance
Second Report Period:	partial compliance
Current Report Period:	partial compliance

1. Middle School Career Exploratory

The last report to the Court indicated that Boston was developing a city-wide career education plan. It also was anticipated that follow-up in-service training would begin on the adaptation of the Barnstable Instructional Career Education Project (BICEP) with guidance counselors. A few middle schools provided on-going career education classes, but supplementary funds were not available to augment or establish on-going career education activities in most middle schools. Furthermore, there were no full-time career education coordinators in any of the middle schools.

In January 1984, Boston began a six-month training series for middle school guidance counselors on the adaptation of Project BICEP into the guidance program. In general, these training meetings have been well attended, well presented, and useful. They also provided an opportunity for counselors to share strategies for obtaining and using existing resources. A draft city-wide career education plan has been developed. The draft provides for comprehensive career development competencies for students from kindergarten to 12th grade and also plans to establish centrally located resource centers for students and staff.

Middle school career fairs were held at a few of the middle schools. Individual middle school career education activities continue to include career fairs and guest speakers from Project Business and School Volunteers. Occasionally, students go out to job sites, high schools or the HHORC, but the degree of this type of activity continues to lessen since there are still no full-time coordinators.

2. Middle School Exploratory Clusters

The last report to the Court indicated that computer education as part of the Business cluster in middle schools was targeted for expansion. It also was reported that all schools visited offered the Food-Home-Health Service cluster and that only a few schools did not offer the Industry Related exploratory cluster.

In this reporting period, all of Boston's middle schools provide program offerings in the three cluster areas (computer education replacing the Business Related cluster) with the exception of the following two schools:

a. The Cheverus with a population of only 125 students does not offer the Industry Related cluster, and

b. The Mackey School's 15 computers were transferred due to lack of space and a qualified computer education teacher.

Some of the Industry Related teachers have been receiving in-service on the teaching of electronics and computer education. Boston plans to redirect some of the exploratory offerings to stay abreast of current and future labor market demands.

On the average, most middle schools have at least one Industry Related teacher and one Food-Home-Health Service Related teacher for every 250 students. Very few schools have assigned a full-time instructor for computer education.

The scheduling process or rotation of clusters for all students still continues to vary in all districts as mentioned in the previous report. Some of the schools provide double periods and some provide single periods. Most teachers preferred double periods and many stated that single period slots do not provide ample time for instruction, set up of materials and project completion. This was especially a problem for schools which provided only one or two single periods of approximately 45 minutes per week of exploratory. (See chart on middle school offerings and number of periods per week.) Many exploratory teachers relate career education to the skill area being taught but many also noted their own limitations in this area.

3. High School Exploratory Clusters

The last report indicated that only 8 high schools exploratory offerings were in full compliance. This reporting period, 10 high schools' exploratory offerings are in full compliance. They are: Brighton High (I), Jamaica Plain High (II), Hyde Park High (IV), J. E. Burke High and Dorchester High (V), South Boston High (VI), Charlestown High (VII), East Boston High (VIII), English and Madison Park Highs (IX). Although Hyde Park High and Charlestown High offer the three required exploratory clusters, 9th graders are not included in the enrollments. Dorchester and East Boston were recently brought into compliance prior to this reporting period. The only high school not in compliance is West Roxbury High which has no Food-Home-Health Services related exploratory cluster. The Technical High Schools, (Boston Technical, Umana) and Copley High are exempt from in-school exploratory clusters in these areas. All of the high schools, including the Technical schools, send 9th grade exploratory students to the HHORC. (See high school chart)

In addition to these high schools and the HHORC exploratory offerings, a career expo was held and well attended on April 10, 1984, at the HHORC for interested juniors and seniors from all high schools. This expo provided a range of representatives from various post secondary colleges and institutions representing the exploratory cluster areas.

Moreover, Mass PEP, a pre-engineering program for minority youth, has begun an after-school exploratory program at the HHORC for students from 5 high schools.

4. High School Employability Clusters

The status of the high school employability offerings remain basically the same as reported on the last report. All of the high schools offer the Business cluster. Although 4 high schools offer the

Distributive Marketing cluster - Brighton, Burke, Dorchester and Madison Park - enrollment in these programs is very low, both in the district schools as well as at the HHORC. Seven high schools offer the Food-Home-Health Services cluster - Brighton, Burke, Dorchester, South Boston, Charlestown, English and Madison Park. All of the high schools send students to the HHORC for participation in the three cluster areas with the following exceptions:

a. There are no students from East Boston enrolled in the HHORC Food-Home-Health Services Related cluster, and

b. Boston Technical has only 13 seniors enrolled in the printing program. (All of the other technical high schools have students enrolled in the three employability cluster areas.)

c. There are no students from South Boston enrolled in the HHORC Distributive Marketing cluster.

D. Commendations.

1. Middle School Career Exploratory

Although still in the draft stage, Boston has made progress in planning and developing a comprehensive systemwide career education model. Efforts in staff development activities for guidance counselors to adapt Project BICEP in their individual schools is enhancing city-wide career education programs.

2. Middle School Exploratory Clusters

Significant progress has been made to increase the numbers of computers in the middle schools so that all middle schools will have computer education.

3. High School Exploratory Clusters

Two high schools were brought into compliance in their exploratory offerings since the last reporting period. Dorchester High re-opened their Industry Related cluster and East Boston High opened their Food-Home-Health Services Related cluster.

4. High School Employability Clusters

Many career guidance activities have been implemented for students attending technical and other employability clusters at the HHORC. For example, the Career Fair was held on April 10, 1984, and the "Type Off" Contest was sponsored for Business students during "Vocational Education Week" (February 13 to 17, 1984). Two students in the HHORC Business cluster who competed and scored well in the Office Education Association (OEA) regional competition hosted at the HHORC on February 4, 1982 will represent the State in the up-coming national competition.

E. Recommendations

1. Middle School Career Exploratory

There continues to be an urgent need to strengthen the coordination of activities in preparing 8th graders to choose and enroll in high school vocational programs. Interest assessments should be done with all 8th graders. Coordinated field trips to district high schools, magnet programs and to the HHORC are greatly needed. To enable middle school guidance counselors to assist eighth graders better, comprehensive high school program information should be provided to counselors prior to the deadline for high school selection. This information also should be made available to the bilingual counselors who need to be included in monthly guidance meetings for middle and high school counselors held at the HHORC.

2. Middle School Exploratory Clusters

Since many of the Industry Related teachers and Food-Home-Health Services Related teachers expressed an interest in career education, particularly as it relates to their skill training areas, Project BICEP adaptation projects in these two clusters should be piloted as a follow-up to the guidance in-service program.

It also is recommended that Boston continue to increase computer education in-service for middle school teachers.

Double periods should be required for all middle school exploratory offerings in order to maximize the degree of learning taking place and particularly to provide ample on-task time.

3. High School Exploratory Clusters

The Food-Home-Health Services Related cluster at West Roxbury High should be reopened to bring all high schools into compliance.

4. High School Employability Clusters

The greatest non-compliance high school employability offering occurs in the Distributive Marketing cluster. Since entrepreneurship is a growing trend, Boston needs to consider expansion of this program offering. Students should be encouraged to consider the long range or short range goal of "working for oneself".

There is also a need for city-wide implementation and expansion of student and teacher participation in vocational student organizations such as the Office Education Association (OEA), the Vocational and Industrial Clubs of America (VICA), and the Distributive Education Clubs of America (DECA).

F. Documentation

Appendix II - 1	Middle School Career Education and Exploratory Program Summaries.
Appendix II - 2	High School Exploratory/ Employability Program Summaries

School Brochures and materials (on file)

Boston Career Education draft paper and action plan (on file)

Boston Public Schools Program Profile, Education and Employment, October 1983 (on file)

HHORC Cluster Tally 4/2/84 (on file)

BOSTON PUBLIC SCHOOLS
MIDDLE SCHOOL CAREER EDUCATION
AND EXPLORATORY PROGRAM SUMMARIES

Prepared by Therese Alston 4/25/84

DISTRICT/SCHOOL	SCHOOL ENROLLMENT	PROGRAM AREAS & NO. OF TEACHERS Industry Related	 Food, Home & Health Related	 Business or Computer Lit.	No. IA/Home Ec. 45m. periods/wk.	status Comments (verified)
I- Edison	550	graphics, wood - 2	Comp. Home Ec. - 1	7 computers	2-3 @	very active career education activities
I- Taft -	550	drafting electro/electricity - 1	Comp. Home Ec. - 1	60 computers	2 &	active computer education
II- Lewis	235	woods, drafting electro/electricity - 1	Comp. Home Ec. - 1	8 computers	2 @	
II- Roosevelt	300	woods, electronics - 2	Comp. Home Ec. - 1	8 computers	2-4 @	
II- Curley, M.	680	graphics, woods electro/electricity - 4	Comp. Home Ec. - 1	12 computers	4 @	
III- Irving, W.	750	woods, drafting graphic arts - 3	Comp. Home Ec. - 1	14 computers	2 @	
III- Shaw -	296	drafting, electronics, graphic, woods - 2	Comp. Home Ec. - 1	15 computers	2-3 &	
III- Lewenberg	400	woods, graphics - 1	Comp. Home Ec. - 1	8 computers	2 @	active career education
IV- Rogers	590	woods, drafting, electronics - 2	Comp. Home Ec. - 2	15 computers	2-6 &	active computer education
IV- Thompson	435	graphics, woods - 2	Comp. Home Ec. - 2	2 computers	4 &	active 636 career ed. program-resource center
V- Holmes +	385	woods, graphics - 2	Comp. Home Ec. - 2	1 computer (15 more-9/84)	2-6 &	
V- Wilson	688	woodworking, metals, graphic - 3	Comp. Home Ec. - 3	15 computers	4 &	active computer education
V- Cleveland+	1000	metals, woods, drafting electro/electricity - 4	Comp. Home Ec. - 2	10 computers	2-6 &	active computer education no full-time career ed.staf
VI- McCormack	591	comp. drafting, metals, electro/electric, woods- 4	Comp. Home Ec. - 1	14 computers	2 &	
VI- Gavin -	550	woods, metals, drafting - 3	Comp. Home Ec. - 1	11 computers	4-8 &	
VI- Dearborn	393	woods, drafting - 2	Comp. Home Ec. - 1	8 computers	2 &	
VII- Edwards +	500	metals, graphics, woods, electro/electricity - 3	Comp. Home Ec. - 2	20 computers	3-5 @-&	
VII-Michelangelo	240	woods, electro/electricity - 1	Comp. Home Ec. - 1	18 computers	2-4 &	active computer education

@ single periods } scheduling arrangement
& double " }

+ recent site visits conducted
- not visited yet
no symbol implies school was visited during previous site visits

BOSTON PUBLIC SCHOOLS
MIDDLE SCHOOL CAREER EDUCATION
AND EXPLORATORY PROGRAM SUMMARIES

Prepared by Therese Alston 4/25/84

ISTRICT/SCHOOL	SCHOOL ENROLLMENT	PROGRAM AREAS & NO. OF TEACHERS Industry Related	Food, Home & Health Related	Business or Computer Lit.	No. IA/Home Ec. 45m periods/wk.		status Comments (verified)
VII- Timilty	470	woods, elect/electro, construction, graphics - 2	Comp. Home Ec. - 2	23 computers	4	&	
VIII- Barnes	650	metals, construction, elect/electro, woods, - 3	Comp. Home Ec. - 2	12 computers	2-4	&	
VIII- Cheverus *	125	No Industrial Arts*	Home Ec. (part-time) - 1	5 computers	2	@	
IX- King, M. +	524	metals, woods, graphics - 3	Comp. Home Ec. - 3	1 computer	2-4	&	graphic arts room needs wiring
IX - Mackey +	504	woods, metals - 2	Comp. Home Ec. - 2	none - 15 were transferred)	1	@	
IX- Wheatley	343	woodworking, gen. IA - 2	Comp. Home Ec. - 2	14 computers	5	@	very active computer education program
IX- Umana +	400	metals, woods - 1	Comp. Home Ec. - 1	34 computers	3-5	@	

* No Industrial Arts at the Cheverus since 1980, and only one part-time Home Economics teacher (2 days/wk.) - small enrollment.

+ = recent site visits conducted
no symbol implies school was visited during previous site visits

@ - single periods
& - double " scheduling arrangement

SITE VISIT PROGRAM SUMMARIES
HIGH SCHOOL EMPLOYABILITY/EXPLORATORY INDEX

Date: April 24, 1984

Prepared by: Therese Alston

SITE VISITS (Comparison of FY84 to FY83)

(ORC EXPLOR/EMPLOYABILITY AS OF 4/2/84)

DIST/SCHOOL	TOTAL ENROLLMENT	BUSINESS		MARKET/DE		HOME REL.		INSCHOOL EXPL		PARTNERSHIP COMPACT STATUS	ORC Expl.	EMPLOYABILITY CLUSTERS				
		83	84	83	84	83	84	83	84			Bus	DE	Home	Other	Total
I Brighton	1224	yes	yes	yes	yes	no	yes	no IA	yes	St. Elizabeths PIC *	32	14	5	15	73	139
II Jam. Plain	1014	yes	yes	yes	no @	no	no @	yes	yes	Travelers' Ins.* Bos. Gas, VA, PIC	56	8	5	13	57	139
III West Roxbury	1286	yes	yes	no	no @	no	no @	yes	No @ h. ec.	Bank of N.E. *	37	21	2	9	52	121
IV Hyde Park	1065	yes	yes	no	no @	no	no @	no IA	yes	First Nat'l PIC *	49	12	5	13	63	142
V J.E. Burke +	700	yes	yes	yes	yes	no	yes &	no IA	yes	N.E. Mutual Life PIC *	30	8	2	12	50	102
V Dorchester	866	yes	yes	yes	yes	no	yes	no IA	yes &	N.E. Telephone PIC *	28	15	5	18	104	170
VI South Boston	943	yes	yes	no	no @	no	yes	no IA	yes	Federal Reserve Gillette *	64	12	@ 0	11	71	158
VII Charlestown +	1000	yes	yes	no	no @	yes	yes	yes	yes	Liberty Mutual	50	13	2	9	72	146
VIII E. Boston	1050	yes	yes	no	no @	no	no @	no IA	yes &	Massport *	24	2	4	0 @	22	52
IX English +	1490	yes	yes	yes	no @	yes	yes	no IA	yes	J. Hancock PIC *	40	36	5	33	138	252
IX Madison Park +	1800	yes	yes	yes	yes	yes	yes	yes	yes	Blue Cross PIC *	200	77	13	65	265	620
IX Copley +	520	yes	yes	(emphasis on International Program)						Shawmut Bank	2	13	3	8	40	66
IX Boston Tech +	559	(all programs-Industrial and Technical)								Boston Edison	1	(seniors in printing------			-13	14
IX Umana Tech +	600	(focus on Science and Technology)								Massport PIC	36	19	4	19	55	133

ORC Special Needs Students are included in category "Other" as well as regular Industry Related Students.

+ = Site visits conducted in April, 1984.

PIC = Private Industry Council Counselor on staff.

@ = non-compliance still existing

* = Active career ed/job placement staff and partnership verified

& = programs brought into compliance

III Magnet Programs

A. Monitoring Objectives and Key Questions

A major monitoring objective is to determine whether all required magnet satellite programs are in place as specified by the Unified Plan.

> Why are certain magnet programs not being offered as specified by the court- ordered Unified Plan? What is being done to implement these programs?

B. Methodology

Program listings for the Satellite programs were reviewed and additional data were obtained from Boston status reports, action plans, and Boston Public Schools Program Profile.

C. Findings

Status of Compliance

First report period:	partial compliance
Second report period:	partial compliance
Current report period:	partial compliance

As mentioned in the previous reports, the magnet programs in District VI - South Boston High (Autobody) and District VII - Charlestown High (Electrical) were closed and transferred to the HHORC.

The following magnet programs are currently in operation and scheduled to continue next school year.

DISTRICT	HIGH SCHOOL	PROGRAM
I	Brighton	Automotive
III	W. Roxbury	Agri-Business & Natural Resources Occupation
IV	Hyde Park	Machine Shop

V	Dorchester	Architectural Woodworking Interior Design* Urban Retrofit Health Careers*
VIII	East Boston	Business Education

*New programs scheduled to begin in September 1984.

East Boston's Machine Shop program was in operation this year but is scheduled to be phased out and not transferred to the HHORC.

D. Commendations

That Boston has increased new program offerings (Interior Design and Health Careers) at Dorchester High for next school year is commendable.

E. Recommendations

The capacity of the computer lab at Jamaica Plain High needs to be expanded to provide an information management program for that district as planned.

F. Documentation

Student Assignment Information Booklet 1984-85 (on file)

Boston Public Schools Program Profile, Education and Employment, October 1983 (on file)

Boston Status Reports and Action Plans (on file)

IV In-School Bilingual

A. Monitoring Objectives and Key Questions

The major monitoring objective is to assess the provisions for supportive services, including administrative, counseling and instructional support services, to limited English proficient students enrolled in vocational/occupational education programs in Boston Public Schools.

> Are adequate and sufficient supportive services being provided to limited English proficient students enrolled in those programs? What action has been taken to strengthen supportive services to this student population?

B. Methodology

The monitoring method consisted of analysis of data submitted by Boston. In addition, on-site visits to four high schools and three middle schools were conducted jointly with staff of the Bureau of Transitional Bilingual Education. The on-site visits involved interviews with the Coordinator of Bilingual Vocational/Occupational Education, vocational/occupational instructors, bilingual guidance counselors and building administrators, review of curriculum and instructional materials, and classroom observations. (See Appendix IV-1)

C. Findings

Status of Compliance

First Reporting Period:	partial compliance
Second Reporting Period:	partial compliance
Current Reporting Period:	partial compliance

Native language bilingual vocational/occupational education programs are not provided in Boston as specified by the Unified Plan. It is evident, however, that provisions are made to provide support services to limited English proficient students mainstreamed into regular vocational/occupational education programs. (See appendix 2). The operational guide for the delivery of these services is the Bilingual Vocational Education Policy Manual. Developed as a supplement to Boston's Lau Plan, this document outlines strategies and procedures for instructional and pupil personnel support services to limited English proficient students.

The successful implementation of the provisions of this policy requires effective programmatic and administrative coordination between city-wide bilingual programs and bilingual vocational/occupational services. In response to findings and recommendations from the previous report to the Court, the Bilingual and Vocational Education Departments have initiated action to improve and strengthen support services to limited English proficient students enrolled in vocational/occupational education programs. (See appendix IV-3) Follow-up to Boston's progress in implementing these plans will be the focus of the next monitoring phase.

Based on data analysis and on-site visits to selected schools, the following major findings emerged:

1. Bilingual Staffing for Vocational/Occupational Programs

   The previous report to the Court pointed out the lack of adequate bilingual aides and counselors available to limited English proficient students enrolled in vocational/occupational education programs. This staffing pattern continues to be evident during the current monitoring period. Native language aides are not available to limited English proficient students enrolled in vocational/occupational education programs in five out of the seven schools visited. While peer translation is sometimes utilized by instructors, the value of this method in ensuring concept development is questionable.

The critical need for a Cape Verdean aide at the HHORC has been addressed, while the need for a Cambodian aide continues to be an outstanding concern.

The lack of adequate bilingual counseling services remains a serious concern. Although bilingual guidance counselors are available in five of the seven schools visited, these services are inadequate. The bilingual counselors are available at these schools on a limited basis, ranging from full-time to one to two days per week or month.

2. Limited English Proficient Students Recruitment and Referral Procedures

Recruitment of limited English proficient students is conducted in some native languages, particularly at the HHORC and high school level. Communiques outlining the vocational/occupational programs in Boston are sent to parents of limited English proficient students in their native languages. Information regarding the HHORC has been disseminated in Spanish by way of television programs and announcements, and through church and community bulletins and newsletters. These strategies have been successful in attracting and increasing the enrollment of limited English proficient students in vocational/occupational education programs in Boston.

3. Availability of Native Language Materials

Substantial efforts have been devoted to strategies and techniques for adapting curricular materials for limited English proficient students. Some materials are available in native languages (primarily Spanish). These materials are available from the HHORC through the Coordinator of Bilingual Vocational Services. With few exceptions, these materials are not utilized at the schools visited.

D. Commendations

Although the approach is not consistent with the Unified Plan, the development of a Bilingual Vocational Education Policy constitutes a positive and significant step toward structuring a comprehensive system and coordinated approach for delivering vocational/occupational education services to limited English proficient students.

E. Recommendations

The Bilingual Vocational Education Policy has not been fully adapted or implemented. Appropriate administrative procedures and policy directives should be forthcoming in order to ensure its successful implementation. Immediate action must be taken to appoint a Cambodian aide to the HHORC. In addition, steps must be taken to provide the services of aides to other vocational/occupational programs throughout the city where the need exists.

The need for additional bilingual counselors continues to be a major concern. Appropriate action must be taken to appoint additional bilingual counselors in order to improve and provide adequate counseling services to limited English proficient students enrolled in vocational/occupational education programs.

F. Documentation

Appendix IV-1	On-site Monitoring Questionnaire Summary
Appendix IV-2	March 13 Memorandum-Bilingual Vocational Education Coordinator
Appendix IV-3	Limited English proficient students enrollment in vocational/occupational programs citywide.

Appendix IV-1

BILINGUAL VOCATIONAL EDUCATION
INSTRUMENT SUMMARY CHART

April, 1984

	Cleveland Middle	Dearborn Middle	Taft Middle	Boston High	Jamaica Plain High	Madison Park High	Boston Tech High
1. Are there written procedures to encourage LEP students to enroll in voc/occ ed programs?	No	No	No	No	No	No	No
2. What is total number of LEP students enrolled in voc/occ ed programs?	98	102	102	63	92	175	89
3. Are native language aides available for LEP students enrolled in these programs?	No	No	No	No	Yes	Yes	No
4. Is there an adequate number of aides available to LEP students enrolled in voc/occ ed programs?	No	No	No	No	No	No	No
5. Is instruction conducted in native language of LEP students?	No	No	No	No	No	No	No
6. Are curriculum and instructional support materials available in native language of LEP students?	No	No	No	No	No	Yes	No
7. Are native language guidance/counseling services available to LEP students?	Yes	No	Yes	Yes	Yes	Yes	No
Are these services adequate?	No	No	No	No	No	No	No
8. Does coordination exist between voc/occ ed instructors and the Bilingual Education Department?	No	No	No	No	Yes	Yes	No
9. Is Bilingual Voc. Ed. Policy being implemented at this school?	No	No	No	No	No	No	No

THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

BILINGUAL

TOMASA COUVERTHIER
Bilingual Coordinator

BOSTON PUBLIC SCHOOLS
Hubert H. Humphrey Occupational Resource Center
Bilingual Services

[illegible]

双重語言能學習職業並可講三種語言.

MEMORANDUM TO: Raffaél DeGruttola

FROM: Tomasa Couvethier

RE: Coordination between City-Wide Bilingual Programs and Bilingual Vocational Education Services.

DATE: March 13, 1984

As we had agreed in our March 2, 1984 meeting, pertaining to the State Audit for Bilingual Programs and Bilingual Vocational/Occupational Education Services; please read the following importantpoints of information discussed.

Bilingual Aides

State Audit Findings;" In more than 90%of classes monitored, bilingual aides are not available within the vocational/occupational educationclasses" (Finding-C,Page 401;ocational/Occupational Education)

Actions to be taken;

1. Coordination of city-wide bilingual aides service.
2. Recruitment of Volunteers.

Activities

1-a. In school bilingual aides coordination; biliqual aides assigned to high/middle schools will be in occupational education classes.

1-b. City-wide bilingual aides rotation; to work in vocational/occupational classes with large numbers of LEP students. Theywill be assigned by districts /language(modality used in the assignment of bilingual field coordinators).

75 NEW DUDLEY STREET, BOSTON, MASSACHUSETTS 02119 • (617) 442-5200

Madison Park High and Mc Cormack Middle will be used as school models for the above-mentioned coordination. Bilingual aides at both schools rotate with a focus on helping LEP Students.

2-a. Letters to colleges/universities and community based organizations; to permit of coordination with interships and community support programs.

2-b. Adults who are participating in the Vocational ESL classes will volunteer time in different vocational/occupational programs city-wide.(the internship modality). This participation will take place after completion of program with good understanding and oral skills of the English .

Bilingual Translations

State Audit Recommendation: Native language instructional materials for the program areas in which large numbers of LEP students are enrolled be developed /adapted/commecrcially bought to be used by the vocational occupational education programs." (V-E,Page 353, on the Bilingual Education)

Actions to be taken: Adaptations/translations of materials and/or information to LEP students and parents will be submitted to the Bilingual Department (Central Office) by the Bilingual Vocational/Occupational Services from Education and Employment under the following circumstances only:

1.If there is a lack of a translator for a particular native language at the vocational /occupational program and/or the Department of Education and Employment(Bilingual Support Services).

2.Lack of adapting skills by bilinguals in voc./occ.programs who speak a particular native language.

3.Lack of funds.

Translations guidelines listed in the Superintendent Memorandum #104 will be Followed.

Bilingual Counselors

State Audit Recommendation: Bilingual counselors, speaking the appropriate targeted native language, be assigned to those voc./occ. programs in wich LEP students are enrolled (especially at the HHHORC)." (V-C, Page 353,of the Bilingual Education)

Actions to be taken: Coordination with resources available.

1.A site visit schedule for bilingual counselors with or without bilingual students at the Humphrey Center, will be developed.

2.

2. A process for documenting site visits to the Humphrey Center by the bilingual counselors will be developed.

3. Universities with counseling internships will be contacted.

Other agrmements

Bilingual counselors and bilingual aides will be included in the training/workshops for 1984-85 school year on Vocational ESL and any other vocational/occupational education issues.

The Bilingual Vocational Coordinator will set up an agenda and dates to meet with bilingual counselors in June and September.

The Bilingual Vocational Coordinator will participate in the Training Committee Meetings.

As discussed and agreed copies of the above-mentioned coordination of bilingual services will be desseminated to bilingual Department Heads, Bilingual Coordinators,Director of Education and Employment and Chairperson of the Bilingual Training Committee.

Participants of Activities and actions to be taken: Who is responsible of what

Bilingual Aides

Activity	Department Responsible
1-a	Bilingual Department- Central Office
1-b	Bilingual Vocational Services - Education&Employm
2-a	Both Departments
2-b	Bilingual Voc. Services- Education & Employment

Bilingual Translations

The actions to be taken are very clear by whom.

Bilingual Counselors

Actions to be taken	Department Responsible
#1	Combined efforts by both departments
#2	Bilingual Voc. Services- Ed.& Employmt.
#3	Combined efforts by both departments

cc: Jim Caradonio
Bilingual Coordinators
Bilingual Department Heads
Peter Plattes

Bilingual Programs – Citywide

PAGE 1 of 5

PROGRAMS	HHORC	Brighton H. S.	Edison	Taft	Jamaica Plain	Theo. Roosevelt	Curley	W Roxbury	Irving	Lewenburg	Dorchester H. S.	Cleveland	McCormack	Dearborn	South Boston	Edwards	Timilty	Charlestown H. S.	Barnes	East Boston	Madison Pk	Umana	English High	King	Mackey	McKinley	Boston High	Boston Tech	Gavin	TOTAL	Greek	Spanish	Cape Verdean	Chinese	French	Vietnamese	Cambodian	Portuguese	Laotian	Italian
	LOCATIONS																														LANGUAGE									
Food Service	12		13	4	6		25				8	11			24		11	5								1				120		99	1	6		7	7			
Retail	1																													1		1								
Cabinetmaking	3																													3		3								
Carpentry	7																													7		4	2	1						
Plumbing	6																													6		1	1		3		1			
Bldg. Main.	7																													7		7								
Autobody	16																													16		11			2					3
Machine Lab.	5																													5		1	2	1	1					
Sheet Metal	2																													2		1				1				
Welding	6																													6		3			1	1	1			
Adv. Off. Proced.	6																													6		1	2	1	2					
Legal Off. Asst.	4																													4		2	2							
Med Off. Asst.	5																													5		4		1						
Word Process	8																													8		5	3							
Banking	4																													4		1	2			1				
Child Care	10				6																7		15							38		16	9		13					
Cosmetology	15																													15		7	5		2		1			
Fashion/Int Des	6																													6		4	2							
Hotel	5																													5		3	1		1					

Bilingual Programs – Citywide

PAGE 2 of 5

PROGRAMS	LOCATIONS																														LANGUAGE									
	HHORC	Brighton H. S.	Edison	Taft	Jamaica Plain	Theo. Roosevelt	Curley	W Roxbury	Irving	Lewenburg	Dorchester H. S.	Cleveland	McCormack	Dearborn	South Boston	Edwards	Timilty	Charlestown H. S.	Barnes	East Boston	Madison Pk	Umana	English High	King	Mackey	McKinley	Boston High	Boston Tech	Gavin	TOTAL	Greek	Spanish	Cape Verdean	Chinese	French	Vietnamese	Cambodian	Portuguese	Laotian	Italian
Data Proc.	15																													15		10	3	1			1			
Dental Assis	2																													2			2							
Health Aide	5																													5		4				1				
Med Off C.	19																													19		10	4		3	1	1			
Nursing Assis	13																													13		8	1		1	1				
Electricity	17																													17		7	7	1	1		1			
Electronics	30																													30		16	5	2	5	1	1			
Heating/A C.	2																													2		1		1						
Comm Design	5																													5		2	1			2				
Fashion Illus	0																													0										
Drafting	7											9																		16		12				4				
Photog.	4																													4		4								
Printing	10																													10		4	2		2		1		1	
TV Prod.	6																													6		3	3							
Auto/Truck	31	2																												33		19	2	5	2	3		1		1
Machine/Sm Eng	7																													7		5				2				
SNAP	8																													8		8								
Exploratory	107																													107		78	23	2				2		2
Gen Clothing		3	15	10		9	25		31		6						54							19						177		106	1	5	3	23	32		7	

Bilingual Programs – Citywide

PROGRAMS	LOCATIONS																													LANGUAGE									
	HHORC	Brighton H. S.	Edison	Taft	Jamaica Plain	Theo. Roosevelt	Curley	W Roxbury	Irving	Lewenburg	Dorchester H. S.	Cleveland	McCormack	Dearborn	South Boston	Edwards	Timilty	Charlestown H. S.	Barnes	East Boston	Madison Pk	Umana	English High	King	Mackey	McKinley	Boston High	Boston Tech	Gavin	TOTAL	Greek	Spanish	Cape Verdean	Chinese	French	Vietnamese	Cambodian	Portuguese	Laotian	Italian
Typing		82			13			20			13							16		12	14		11				8			189	17	79	10	16	11	41			3	12
Typing, D.P.		21									16									15										52		27				16				15
Acct., W. P.		10																												10		5				5				
Acct. Record		23																												23		12				11				
Typing. Short.		7									10				4															21		17					4			
Graphic Arts			85				20																							105		55				50				
General C.O.																														☒										
Wood /Metal					11							11										12								34		22		12						
Office Proc.					8			19										7		19							12			65	19	20		7		2				17
Gen Business					33										21			8									31			93		63	1	9	2		18			
Woodworking							20				10	18																		48	2	43		2	1					
Acct., Book.								5																						5	5									
Typing Ec Geo																														☒										
Merch Gen Bus								5																						5	5									
Wood Graphics							17																							17		17								
Architec Wood																														☒										
Typing Civil Ser																														☒										
Record Keeping																		14		12										26		4	8			2				12
Bookeeping.Bus																		10												10		2		8						

Bilingual Programs – Citywide

PROGRAMS	LOCATIONS																													LANGUAGE									
	HHORC	Brighton H.S.	Edison	Taft	Jamaica Plain	Theo. Roosevelt	Curley	W Roxbury	Irving	Lewenburg	Dorchester H.S.	Cleveland	McCormack	Dearborn	South Boston	Edwards	Timilty	Charlestown H.S.	Barnes	East Boston	Madison Pk	Umana	English High	King	Mackey	McKinley	Boston High	Boston Tech	Gavin	TOTAL	Greek	Spanish	Cape Verdean	Chinese	French	Vietnamese	Cambodian	Portuguese	Laotian	Italian
Gen. Merchand																																								
Gen. Home Ec.		3		7		17	18		39				35	38	19	68		25	45	7	24	7	84	8	31				5	480	13	136	62	75	63	25	21		34	51
Accounting																				6										6										6
Typing/Law																																								
Bus. Lab.																																								
Metals																																								
Wood. Const.																																								
Indust. Arts				35	14	20			26	13		15	33	49	24	63	19	22	43		107	17	29	42	37			84	9	706	15	240	133	116	42	42	36	27	12	43
Typing, W. P.																				7	23									30		6	17							7
Typing, Book.																																								
Typing, Comp																				15			13							28					13					15
Aviation																																								
Shorthand																																								
Mach. Trans. Sh.																																								
Bus. Law					1													10		2										13		5		6						2
Legal Med. Typ																																								
Calculator																																								
Consumer Ed		7	7	10					5	28				15													12			84	5	24	15		40					
Career Ed.			31	36		3						34							15										10	124		95				19				15

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633

634

Appendix IV-3

December, 1983

Bilingual Programs – Citywide

	LOCATIONS																														SEX	
	HHORC	Brighton H. S.	Edison	Taft	Jamaica Plain	Thea. Roosevelt	Curley	W Roxbury	Irving	Lewenburg	Dorchester H. S.	Cleveland	McCormack	Dearborn	South Boston	Edwards	Timilty	Charlestown H. S.	Barnes	East Boston	Madison Pk	Umana	English High	King	Mackey	McKinley	Boston High	Boston Tech	Gavin	TOTAL CITYWIDE	Male	Female
TOTALS	416	158	151	102	92	44	125	49	101	41	63	98	68	102	92	131	89	117	103	95	175	36	152	69	68	1	63	89	24	2919	1532	1387
SEX Female	171	59	77	46	49	22	57	22	47	21	36	52	31	55	49	69	38	53	53	51	80	16	68	45	29		26	48	8			
SEX Male	245	99	74	56	43	22	68	27	54	20	27	46	37	47	43	62	51	64	50	44	95	20	84	24	39	1	37	41	16			

V Out-of-School Youth, Ages 16-21

A. Monitoring Objectives and Key Questions

The goal of the monitoring activities is to assess the provisions for services for out-of-school youth, ages 16-21.

> What is the nature and scope of services being provided by the responsible agency? Are these services being coordinated with the Boston Public Schools?

B. Methodology

The monitoring method consisted of the review of Public Law 94-300, the Job Training Partnership Act and the Fiscal Year 1984 Annual Training Plan and Operational Guide developed by the City of Boston and the Boston Private Industry Council to implement the provisions of this legislation. In addition, interviews were conducted with the Deputy Director and Education Liaison of the local Services Delivery Area Agency, the Neighborhood Development and Employment Agency.

C. Findings

Status of Compliance:

First Reporting Period: full compliance

Second Reporting Period: full compliance

Current Reporting Period: full compliance

The Unified Plan requires the City of Boston to provide services to out-of-school youth, ages 16-21, based upon the 1975 legislative provisions of the Comprehensive Employment and Training Act (CETA). That body of legislation has evolved into the present day Job Training Partnership Act (JTPA) which consists of a different set of initiatives.

Provisions for services to the out-of-school youth population also are contained within the JTPA legislation.

The Fiscal Year 1984 Job Training Plan and Operational Guide for the City of Boston delineate the network of service delivery to out-of-school youth that is being implemented through the joint efforts of the Neighborhood Development and Employment Agency and the Boston Private Industry Council. These documents were submitted and approved by the Massachusetts Office of Economic Affairs.

The analysis of these data indicates that the City of Boston provides a wide range of services to out-of-school youth. These program efforts are specifically designed to meet the education and employment needs of out-of-school youth. The inventory of this vast number of programs indicates that a comprehensive system of services Includes outreach and assessment, remedial and basic skills instruction, job readiness, skills training, career and individual counseling, and job placement.

Many of the programs are designed as alternative education programs linked with the Boston Public Schools, and lead to credit toward a high school diploma and entrance into skills training.

The participants in these programs include a wide range of racial and linguistic youth such as Asian, Black, White, Hispanic and other minority. These services are provided through a contracting process, by a number of non-profit, public and private organizations throughout the City of Boston.

In addition to the programs that are specifically geared to the needs of out-of-school youth, ages 16-21, youth that are 18 years and older also have access to and are receiving education, training and employment services available through the many adult programs. With this expanded capability, it is expected that in excess of 1,000 out-of-school youth will be served this fiscal year.

D. Commendations

The City of Boston, under the auspices of the Neighborhood Development and Employment Agency in partnership with the Boston Private Industry Council, continues to direct its resources to meet the identified needs of out-of-school youth. This challenge is being responded to with creative initiatives and strategies, and is facilitated by a coordinated method of service delivery.

E. Recommendations

Systematic and planned coordination of resources of the Boston Public Schools and the Service Delivery Area Agency should be strengthened to expand the capacity to serve out-of-school youth, ages 16-21, in the City of Boston.

F. Documentation

Public Law 97-300, the Job Training Partnership Act (on file)

Job Training Plan for the City of Boston, Fiscal Year 1984 (on file)

Operational Guide for the City of Boston, Fiscal Year 1984 (on file)

VI Vocational/Occupational Education for Special Needs Students

A. Monitoring Objectives and Key Questions

The primary monitoring objective is to determine if vocational and occupational education program services for special needs students are maintained, and to assess vocational/occupational instructor training in understanding and working with special needs students.

> Does Boston continue to provide vocational education program services to this target population? What action has been taken to provide vocational/occupational education in-service training in instructing students with special needs?

B. Methodology

The methodology for monitoring this objective included a desk review of vocational/occupational program offerings and a review of data on staff development activities for Boston Public Schools' vocational/occupational programs for the 1983-1984 school year.

C. Findings

First Reporting Period: full compliance

Second Reporting Period: full compliance

Current Reporting Period: full compliance

The findings of previous reports to the Court determined that Boston has made significant achievements in instituting and providing a comprehensive system for the delivery of vocational/occupational education services to special needs students, exceeding the requirements set forth in the Unified Plan. A review of current program offerings indicates that Boston continues to provide this comprehensive range of vocational/occupational education services. Program planning and development activities indicate that these services are being expanded.

The need to provide in-service training on strategies for instruction of special needs students enrolled in vocational/occupational education programs city-wide continues to be an outstanding concern. A review of the data submitted by Boston indicates that staff development activities have not been devoted to this area.

D. Commendations

Boston is to be commended for directing its resources toward developing and instituting a number of laudable vocational/occupational education programs for special needs students. The most notably acclaimed programs include the Special Needs Assessment Program at the HHORC, a variety of vocational/occupational education programs at the Jackson Mann and McKinley Schools, and the Occupational Services Development Centers at Charlestown, Dorchester and Hyde Park High Schools, some of which have received national recognition as model programs.

E. Recommendations

In-service training on strategies for instruction of special needs students enrolled in vocational/occupational education programs should be incorporated into a comprehensive staff development plan for vocational/occupational educators in Boston. There are a number of resources that could assist in facilitating this effort. Making It Work - An In-service Program for Vocational Educators contains a reference guide for designing and conducting staff training on strategies for instructing special needs students. This in-service program has been developed for the Division of Occupational Education and has been disseminated to Boston and other school systems throughout the state. This program should be considered for its usefulness in preparing and delivering training to address this identified need. Additional technical assistance is available from the Division of Occupational Education.

F. Documentation

Profile of vocational and occupational program services (on file)

Mid-Year Report of Staff Development Activities, 1983-1984 (on file)

VII Program Changes and Deletions

A. Monitoring Objectives and Key Questions

The primary monitoring objective is to ascertain what action is being taken by Boston to complete all program transfers as specified by the Unified Plan.

> What steps is Boston taking to complete the transfers of the Upholstery and Cabinet Making programs at Dorchester High and the Machinist program at East Boston High to the HHORC?

B. Methodology

The methodology used involved (1) a review of the April 6, 1984 written response to the Boston School Desegregation Report No. 2 from the Director, Education and Employment, (2)a review of Boston Student Assignment Information 1984-1985, and (3) a follow-up meeting on April 10, 1984 with the Director.

C. Findings

Status of Compliance

First Reporting Period: partial compliance

Second Reporting Period: partial compliance

Current Reporting Period: partial compliance

Previous reports to the Court indicated that, as required by the Unified Plan, the vocational programs formerly at Boston Trade High and the Pilot Occupational Resource Center were phased into the HHORC. The Horticultural/Animal Husbandry program at Jamaica Plain High also was transferred into the Agri-Business and Natural Resource program at West Roxbury High.

Instead of transferring the Furniture Finishing program at Dorchester High to the HHORC, it was closed. The Cabinet Making (Architectural

Woodworking) and Upholstery (Interior Design) programs at the same school still remain in the present site. The Machinist program at East Boston High is being phased out, not transferred to the HHORC. Boston has repeatedly indicated that those required program changes are no longer desirable, and has commenced modifications of those requirements.

D. Commendations

Although not yet formalized, Boston is designing a systematic program review process which will evaluate all career and occupational programs.

E. Recommendations

If the required transfers are no longer desirable, a motion must be filed with the Court as soon as possible to modify the existing order.

F. Documentation

Boston's November 21, 1983 written response to the Unified Plan monitoring instrument (on file)

Boston's April 9, 1984 written response to Boston School Desegregation Report No.2 (on file)

Boston Assignment Information, 1984-1985 (on file)

VIII Program Support Components
1 Management Modifications

A. Management Objectives and Key Questions

The primary monitoring objective is to determine if Boston has implemented a distinctive management structure for vocational/occupational education as specified by the Unified Plan.

What action has been taken by Boston to institute and implement a distinctive management structure?

B. Methodology

Data submitted by Boston for the management of occupational education delivery were analyzed. Furthermore, monitors met with the Director of Education and Employment to update the status of occupational education management.

C. Findings

Status of Compliance

First Reporting Period:	non-compliance
Second Reporting Period:	partial compliance
Current Reporting Period:	partial compliance

Previous reports to the Court indicated that Boston is not in compliance with the court-order in instituting a distinctive management structure as specified by the Unified Plan. Given the impact of Proposition 2 1/2, Boston has repeatedly responded that it is financially incapable of implementing the court-ordered management structure. Also, because the school system has changed significantly since the Unified Plan was developed, Boston has raised questions as to whether the court-ordered management system is programmatically desirable at this time.

With the changes in school administration, different versions of the reorganization of the occupational education management structure have been conceived by Boston. None, however, is formally institutionalized with court approval. The present management structure, therefore, is transitional in nature.

The present management structure is completely different from that specified by the Unified Plan. The position of Associate Superintendent for Vocational and Occupational Education has been replaced by the position of Director of Education and Employment. The number of central positions is substantially reduced. The position of District Coordinator of Occupational Education at each district superintendent's office no longer exists. Under the leadership of the Director, the central management functions are mainly in the areas of program planning, curriculum development, staff development, dissemination, and systemwide support and coordination of activities such as reporting, vocational equipment and supply aquisition, shop safety, federal grant projects, computer education, and career education.

Although the Director of Education and Employment authorizes program offerings for all occupational programs, the position has no direct line of supervisory authority, except for the HHORC, over occupational education program staff in middle and high schools. In planning and administering occupational education programs, his responsibility is shared with the deputy superintendents at the systemwide level, and with the district superintendents and headmasters/principals at the district school level. With such a structural arrangement, the Director's role in administering systemwide program policies and priorities at schools is one clearly charged with major responsibility without the requisite authority. How the central managment insures the implementation of program policies and priorities at systemwide schools has to be further addressed.

Two other required areas are not presently managed systematically within the existing structure: (1) evaluation of outreach efforts involving staff, students, parents and business/industry, and (2) the annual systemwide program activity and accountability report with program activity and accountability report with measurable outcomes.

D. Commendations

Program planning and updating have shown notable progress in the areas of computer education, electronics, business education, and health career education. Partnership programs and activities with business and industry, in collaboration with the Tri-Lateral Council and the Boston Compact, also have greatly increased activities and produced promising outcomes. Other distinctive progress encompasses the areas of shop safety instruction, computerized inventory system, and program evaluation.

E. Recommendations

Boston must file a motion with the Court to modify the organizational and management structure specified by the Unified Plan, if such a structure is no longer programmatically and financially desirable. Although headway is noted in program policy and planning, systematic operational procedures for implementation are not delineated. "Key Results" action plans for each priority area should be implemented yearly.

F. Documentation

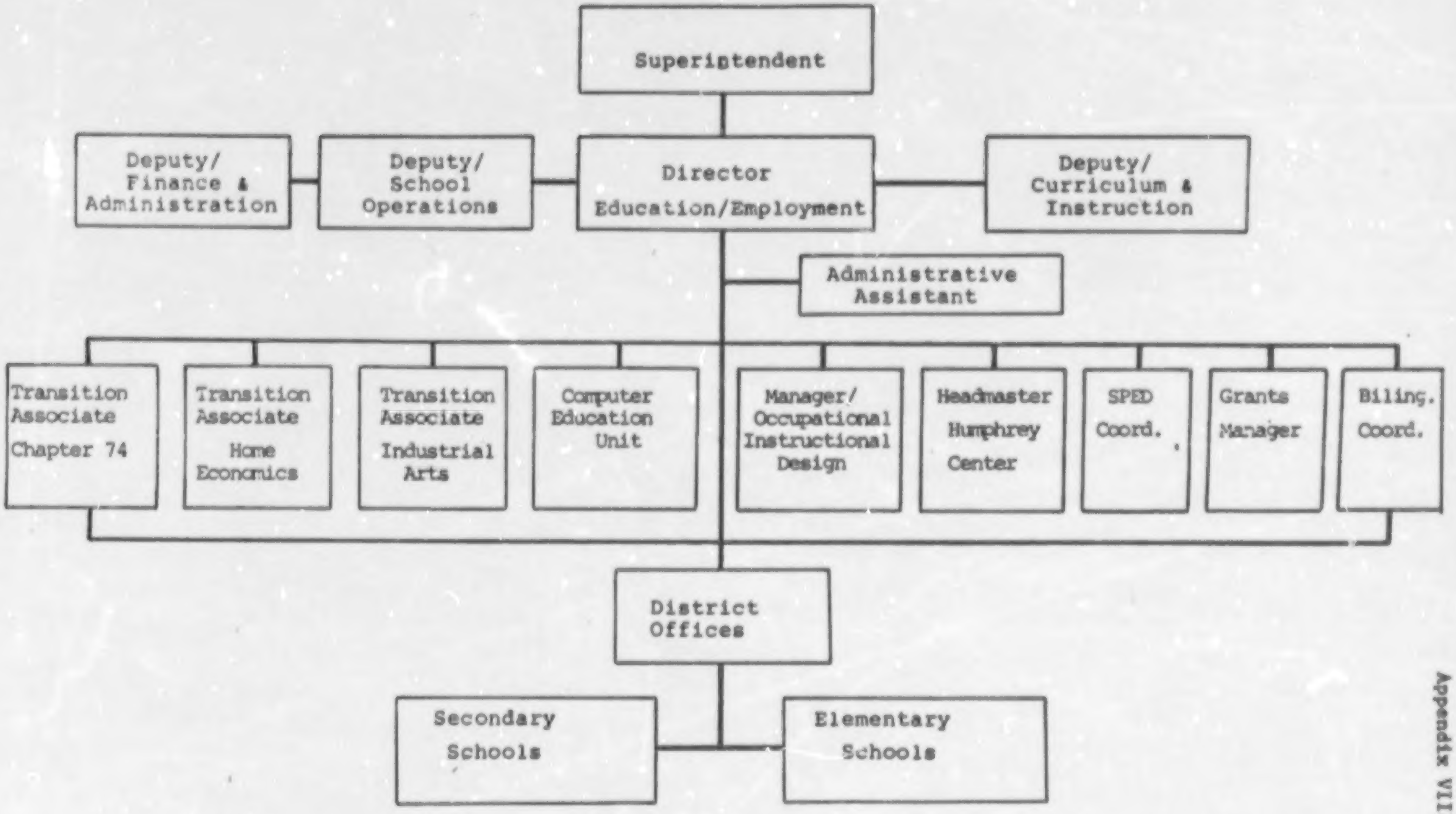
Appendix VIII-1	Organizational Chart for Education and Employment

General Program and Budgetary Guideline for FY/84, Department of Budget Coordination (on file)

Boston's written response to the monitoring instrument, 11-21-83 (on file)

Boston's written response to Report No. 2 on Boston School Desegregation, 4-9-84 (on file)

EDUCATION/EMPLOYMENT


Superintendent
Deputy/ Finance & Administration
Deputy/ School Operations
Director Education/Employment
Deputy/ Curriculum & Instruction
Administrative Assistant
Transition Associate Chapter 74
Transition Associate Home Economics
Transition Associate Industrial Arts
Computer Education Unit
Manager/ Occupational Instructional Design
Headmaster Humphrey Center
SPED Coord.
Grants Manager
Biling. Coord.
District Offices
Secondary Schools
Elementary Schools

VIII Program Support Components
2 Public Information

A. Monitoring Objective and Key Questions

The primary monitoring objective is to examine steps taken by Boston to institute and implement a systematic, aggressive and pervasive public information system for vocational/occupational education.

> Has an identifiably systematic, aggressive and pervasive system been instituted and implemented in Boston? Do the activities encompass the scope, impact and thrust of the public information system described in the Unified Plan?

B. Methodology

The monitoring process involved a review of supportive documentation submitted by Boston. Consultations also were held with the Coordinator of Public Information/Marketing.

C. Findings

Status of Compliance

First Reporting Period: Partial Compliance

Second Reporting Period: Partial Compliance

Current Reporting Period: Partial Compliance

Previous reports to the Court have acknowledged that Boston has undertaken a variety of public information campaign activities, although the results of those efforts have not encompassed the scope, impact and thrust of the system set forth in the Unified Plan. The findings of this monitoring period indicate that progress has been made toward strengthening those efforts. Several activities have been directed toward student and community outreach. These activities have been implemented in a variety of creative ways. One major and noteworthy activity is the recent city-wide celebration of "Vocational Education Week." The effect of many of the activities and events organized during this week contribute to outreach and marketing campaign efforts for vocational/occupational education. Another major effort has included the development and dissemination of vocational/occupational publications such as the Education and Employment City-wide Newsletter and the Humphrey Center Bulletin. In his response to the previous report to the Court, the Director of Education and Employment stated that a marketing plan for all career/vocational programs is being designed for implementation. The results of this planning and development process will be focused upon during the next monitoring review.

D. Commendations

Noteworthy progress has been made in establishing a focused direction and systematic approach for a marketing and public information system for vocational/occupational education programs in Boston. This is evident in the approach which has been taken in the activities and events that have been implemented and the planning process which has been spearheaded by the newly convened Marketing Committee.

E. Recommendations

The proposed marketing plan should incorporate the appropriate strategies and elements set forth in the Unified Plan. A full-time coordinator for public information activities should be appointed.

F. Documentation

Education and Employment City-wide Newsletter, First Edition (on file)

The Humphrey Center Bulletin (on file)

Boston's response to Report No. 2 on Boston Desegregation (on-file)

Celebration of "Vocational Education Week" in Boston Celebration materials (on-file)

VIII Program Support Component
3&4 Professional and In-service Development

A. Monitoring Objectives and Key Questions

The primary objective is to determine what action Boston has taken to develop and implement in-service training for all vocational/occupational education instructors in the areas of Equal Educational Opportunity and Bilingual Vocational Education.

Has a training plan been devised to address these areas?
What relevant activities have been implemented?

B. Methodology

Compliance in this area was monitored by reviewing and analyzing the Mid-Year Report on Staff Development Activities for Vocational and Occupational Education Programs for the 1983-1984 school year.

C. Findings

First Reporting Period:	partial compliance
Second Reporting Period:	partial compliance
Current Report Period:	partial-compliance

Staff development activities for vocational/occupational education personnel have been outlined in a Mid-Year Report prepared by the Professional Development Specialist for Education and Employment. These activities have been primarily concentrated at the HHORC and have not had a city-wide focus or impact. A training needs assessment was conducted by way of a Staff Interest Survey administered during the month of December, 1983. This effort is indicative of Boston's attempt to initiate a systematic approach to planning and implementing staff development activities. The implementation of training activities based upon previously identified needs have been limited due to impending contractural negotiations during the first half of the school year. A contractural agreement with regard to the use of in-service time is now in place.

Although staff in-service training has been impacted by the uncertainties of contract negotiations, a numerous of staff development activities have been conducted. These activities have included in-service training in computer education, classroom applications of modern office automation, implementation of competency based curriculum, and activities germane to related vocational/occupational disciplines (see Appendix VIII-3 & 4). The inventory of staff development activities, however, does not indicate that in-service training has focused on the areas of Equal Educational Opportunity and instructional strategies for learners with special needs and/or limited English proficiency as specifically required by the Unified Plan.

In a response to the previous report to the Court, the Director of Education and Employment indicated that discussion for coordination has been convened with the Director of the Institute for Professional Development to finalize procedures for providing in-service training to all vocational/occupational instructors throughout the system. In-service training in the areas of Equal Educational Opportunity and strategies for learners with special needs and/or limited English proficiency were included among the topics for discussion. The results of these activities will be examined in the next report to the Court.

D. Commendations

Boston has taken efforts to initiate a systematic approach to planning and implementing city-wide staff development activities for occupational programs.

E. Recommendations

In-service training on strategies for instructing special needs and limited English proficient students enrolled in vocational/occupational education programs should be incorporated into a comprehensive staff development plan for all vocational/occupational instructors in Boston. There are a number of resources that could assist in facilitating this effort. Making It Work- An In-service Program for Vocational Educators, contains a reference guide for designing and conducting staff training on strategies for the instruction of special needs and limited English proficient students. This in-service program has been developed for the Division of Occupational Education and has been disseminated to Boston and other school systems throughout the state and should be considered for its usefulness in preparing for and delivering training to address this identified need. Additional technical assistance is available from the Division of Occupational Education.

F. Documentation

Appendix VIII-3 & 4	Mid-Year Staff Development Report

Boston's Response to Report No.2 on Boston School Desegregation (on-file)

Appendix VIII 3 & 4

THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

BOSTON PUBLIC SCHOOLS
EDUCATION AND EMPLOYMENT

DR. JOYCE MALYN-SMITH, Manager
Occupational Instructional Design

84-116

DEPARTMENT OF EDUCATION
RECEIVED
APR [illegible]3 [illegible]
Greater Boston Regional Center
Occupational Education

April 13, 1984

MEMORANDUM TO: Naisuon Chu

FROM: Joyce Malyn-Smith

RE: Update on Staff Development Activities

Attached is a report which provides data on staff development activities for Boston Public Schools occupational programs thus far during 1983/84.

I will be in the office on Tuesday April 17 and Thursday April 19 to answer any questions which you may have.

cc: J. Caradonio

75 NEW DUDLEY STREET, BOSTON, MASSACHUSETTS 02119 • (617)442-5200, EXT. 590

Appendix VIII 3 & 4

THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

BOSTON PUBLIC SCHOOLS
Hubert H. Humphrey Occupational Resource Center

TO: Humphrey Center Staff

FROM: Dianne Quarles, Professional Support Specialist

RE: Staff Interest Survey Results

DATE: January 18, 1984

The Staff Interest Survey was administered to the Humphrey Center Staff during the month of December. Response was recieved from 82 % of the staff. The results are as follows:

Rank	Number of respondents	Percentage of staff	Topic
1	69	45%	Labor market trends in Boston
2	60	39%	Red Cross cardiopumonary resuscitation (CP
3	56	36%	Basic Programming
4	50	32%	New legislation for vocational education
5	49	32%	Technical update in trade areas
6	48	31%	Introduction to computers
7	48	31%	Word processing
8	45	29%	Red Cross first aid procedures
9	45	29%	Use and maintenance of the video camera
10	44	28%	Safety compliance in a vocational shop
11	39	25%	Fire safety
12	37	24%	Encouraging and maintaining non-traditional enrollments
13	36	23%	Use of the computerized guidance informatic system
14	35	23%	Computer assisted instruction
15	34	22%	Use and maintenance of the video cassette recorder
16	34	22%	Techniques to develop and use video tapes
17	33	21%	Integrating electronic and computer technology into your program
18	33	21%	Strategies for instruction of special needs students
19	32	21%	Effective appreaches to using learning guides
20	31	20%	Motivating people to work for you
21	32	20%	Progressive discipline

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The results show that labor and technical update issues ranked 1, 4, and 5. Safety issues ranked 2, 8, 10, and 11. Computer knowledge issues ranked 3, 6, 7, 13, 14, and 17. Overall this indicates that the staff has a high interest in staying abreast of rapidly changing industry trends and developments.

Mid-Year Report

Dianne Quarles - Professional Support Specialist

I. Individual professional support services constitute one-on-one technical assistance. Approximately 40% of The Humphrey Center staff have accessed individual professional support services including assistance in classroom management, recording systems, activity planning, accessing resources and orientation to CBVE and The Humphrey Center.

II. Due to the contractual uncertainty of the status of in-service time allocations, formal training and development opportunities have been severely limited. With the new contractual approach to in-service time, a revision of training and development time is warranted. To date the following workshops and in-service training have taken place:

- Orientation for teachers new to The Humphrey Center.
- Orientation to COBS
- Orientation to the fundamental learning guide.
- Arobic exercise (after-school staff interaction)
- Ornamental iron welding (after school staff interaction including Madison Park teachers)

I administered the staff interest survey in December. It was delayed due to a lack of secretarial assistance. The survey was expanded to sixty-two items including a management and supervision section. Preliminary results indicate interest in technical and industry update and techniques for implementing the curriculum. In line with those results, and due to the limitations on in-service for the first half of the year, I have concentrated my efforts on long-range developmental projects.

- providing information, resources, and materials on safety and health committee issues to Frank Laquidara and Tom Giacchetto.
- developing workable models for implementing CBVE at The Humphrey Center through the Teacher Group for Implementation of CBVE.
- participating on the Competency Recording System Committee to develop school-wide recording systems for student progress.

III. A liaison with the Institute for Professional Developement has been established and is being maintained. I have been attending IPD meetings to stay abreast of developments and to input vocational concerns so that the policies adopted will accommodate vocational concerns.

IV. I have been working on the following special projects in support of vocational and state audit issues:

- The E/E newsletter is near complition and should be available by February.
- Assistance was given for The Humphrey Center Open House, November 6, 1983.
- The Humphrey Center Bulletin has been written and compiled and should be available by February 1, 1984.
- Vocational Education Week is being planned and assistance given as required.

Recommendations:

As you know, The Humphrey Center has implemented a Teacher Group for Implementation of CBVE. The goal is "to provide a mechanism for teacher input, field testing, revision, further development and fine tuning of processes and techniques for actually using the CBVE curriculum in the classroom. It is apparent in the meetings that there is conflicting information and a lack of clear direction for the total practice of CBVE at The Humphrey Center.

Up to this point the curriculum focus has been on the development of learning guides. Other components of CBVE of equal importance to the total curriculum package are not being addressed. The original purpose of the IDG was to design the CBVE curriculum, incorporating all the necessary components including learning styles, classroom management, audio-visual usage, basic skills, computer assisted instruction and so forth along with the learning guide. The lack of support for these other curriculum components is evident in the lack of implementation of CBVE. As the entire E/E department begins to reach out city-wide with the learning guide model, its acclaim could be short lived without the supporting curriculum components to make up a complete CBVE package.

STAFF DEVELOPMENT ACTIVITIES - 1983-84

Area Education & Employment
Industrial Arts

Name James L. Mahoney

WORKSHOP TITLE	FACILITATOR	DATE(S)	# OF PARTICIPANTS	GROUP(S) SERVED
Electricity/Electronics	Ralph Hall	Jan. 17, 1984 16 Sessions	24	Ind. Arts-Instructors
In-Service Dept. Meetings	James L. Mahoney	Nov. 17, 1983 2:30-5:00 P.M.	90	" " "
" " " "	" " "	Mar. 22, 1984 2:00-4:30	90	" " "
" " " "	James L. Mahoney	Nov. 16, 1983 2:00-4:30	10	Ind. Arts Drafting Instruc

OR DISTRIBUTE

Boston Public Schools

COMPUTER COURSES for EDUCATORS

APPLICATION DEADLINE:
TUESDAY, JANUARY 17, 1983

COMPUTERS AND THE SPECIAL NEEDS STUDENT

This course will demonstrate the unique impact computers can have on the education of students with a wide spectrum of special needs.

- **Three-credit course with graduate credit offered through Bridgewater State College.**
- **Meetings:** To Be Announced
- **Location:** To Be Announced
- **Cost:** $175.00 (three credits)
- **Instructor:** To Be Announced

(Due to difficulty in finding an instructor, information concerning this course will not be available until early January. Call our office for details.)

BASIC PROGRAMMING

Includes development of skills in the use of the BASIC computer language.

- **Three-credit course with graduate credit offered through the University of Massachusetts.**
- **Meetings:** Thursdays, 3:30 - 6:00
  January 19 - May 10
- **Location:** East Boston High
- **Cost:** $175.00 (three credits)
- **Instructor:** Paul Natola

FOR MIDDLE SCHOOL EDUCATORS

This course will provide participants with an introduction to the computer, courseware selection and evaluation, and classroom management techniques. It will cover commands, statements and functions necessary to write BASIC instructional programs, as well as an introduction to Logo. An emphasis will be placed on using the computer in the middle school classroom.

- **Three-credit course with graduate credit offered through the University of Massachusetts.**
- **Meetings:** Wednesdays, 3:30 - 6:00
  January 18 - May 9
- **Location:** The Humphrey Center
- **Cost:** $175.00 (three credits)
- **Instructor:** Marvin Daniels

INTRODUCTION TO COMPUTER LITERACY FOR HIGH SCHOOL EDUCATORS

This course will provide participants with an introduction to the computer, courseware selection and evaluation, and classroom management techniques. It will cover commands, statements and functions necessary to write BASIC instructional programs, as well as an introduction to Logo. An emphasis will be placed on using the computer in the high school classroom.

- **Three-credit course with graduate credit offered through the University of Massachusetts.**
- **Meetings:** Thursday, 3:00 - 5:30
  January 19 - May 10
- **Location:** Burke High School
- **Cost:** $175.00 (three credits)
- **Instructor:** Lloyd Hanna

INTRODUCTION TO COMPUTER LITERACY FOR ELEMENTARY SCHOOL EDUCATORS

This course will provide participants with an introduction to the computer, courseware selection and evaluation, and classroom management techniques. The course's major objective will be to provide an overview of the philosophical and pedagogical bases of Logo. An emphasis will be placed on usingthe microcomputer in the elementary school classroom.

- **Three-credit course with graduate credit offered through the University of Massachusetts.**
- **Meetings:** Wednesdays, 4:00 - 6:30
  January 18 - May 9
- **Location:** Curley Middle School
- **Cost:** $175.00 (three credits)
- **Instructors:** Sharon Beck/Melonie White

COMPUTER COURSES for EDUCATORS APPLICATION

APPLICATION DEADLINE: TUESDAY, JANUARY 17, 1983

Name: ______________________ **School:** ______________________

Home Address: ______________________

Home Telephone: ______________________

I am interested in attending:

☐ Computers and the Special Needs Student
☐ Basic Programming
☐ Introduction to Computer Literacy for Middle School Educators
☐ Introduction to Computer Literacy for High School Educators
☐ Introduction to Computer Literacy for Elementary School Educators
☐ Classroom Computer Applications
☐ Creating a Logo Environment in the Classroom (Site 1)
☐ Creating a Logo Environment in the Classroom (Site 2)
☐ Use of Pascal in the Secondary Classroom
☐ Management and Administrative Uses of Computers for Teachers and Administrators
☐ Survey of Computer Languages for the Classroom Teacher
☐ Educational Software: Evaluation and Design
☐ Introduction and Development of Educational Information Systems

CLASSROOM COMPUTER APPLICATIONS

This course will focus on the use of Computer Assisted Instruction (C.A.I.), and wordprocessing in the classroom. Use of the computer as a classroom management tool will also be explored, and the process for development of educational software introduced.

- Three-credit course with graduate credit offered through Bridgewater State College.
- **Meetings:** Mondays, 3:30 - 6:00
  January 23 - May 14
- **Location:** The Humphrey Center
- **Cost:** $175.00 (three credits)
- **Instructors:** Mary Russo/Paul Pokaski

Prerequisite: An introductory computer course or experience working with a computer in an educational setting.

CREATING A LOGO ENVIRONMENT IN THE CLASSROOM

This is an introductory level course using Logo. Logo is presented as a tool for learning. Critical thinking skills, problem solving and risk taking, relating to programming in Logo, are transferred to the total classroom curriculum throughout the course. Turtle Geometry and Logo use in Language Arts will be explored, culminating in the planning of activities to infuse Logo activities into the total classroom curriculum.

- Three-credit course with graduate credit offered through Bridgewater State College.

	SITE 1	SITE 2
Meetings:	Tuesdays 3:30 - 6:00 Jan. 17 - May 18	Wednesdays 3:30 - 6:00 Feb. 1 - May 23
Locations:	The Humphrey Center	McCormack Middle
Cost:	$175.00 (three credits)	$175.00 (three credits)
Instructor:	Doreen Kelley	Linda Scott

Prerequisite: An introductory computer course or experience working with a computer in an educational setting.

USE OF PASCAL IN THE SECONDARY CLASSROOM

An introductory course to programming computers in the PASCAL language in the high school curriculum. The course will emphasize simple data types, all the control structures, sub-programming, and arrays as implemented in the PASCAL language. Additional topics will be selected from sets, recursion, and structured data types such as records and dynamic data structures based on pointers. Programming examples will be chosen from a wide range of both numeric and non-numeric applications. No prior programming experience or extensive mathematical background is assumed.

MANAGEMENT AND ADMINISTRATIVE USES OF COMPUTERS FOR TEACHERS AND ADMINISTRATORS

Includes an introduction to data base files, record keeping and issues involved with implementing management systems in schools. The CP/M operating system will also be explored. Apple IIE and the DEC Rainbow will be used in this course

- Three-credit course with graduate credit offered through the University of Massachusetts.
- **Meetings:** Wednesday, 3:30 - 6:00
  January 18 - May 9
- **Location:** Burke High School
- **Cost:** $175.00 (three credits)
- **Instructor:** Ron Pieciul

SURVEY OF COMPUTER LANGUAGES FOR THE CLASSROOM TEACHER

This course is intended to introduce the many computer languages that are available on the microcomputer to the classroom teacher or programming teacher. Languages such as PASCAL, FORTH, PILOT, FORTRAN, and ASSEMBLY LANGUAGE will be covered. The course is not intended to teach each one of these languages, but rather will allow the teacher to be exposed to a working knowledge of each. It is strongly suggested that some prior experience on the microcomputer is needed for this course. (This course will be considered an introduction course rather than a programming course for Boston certification.)

- Three-credit course with graduate credit offered through the University of Massachusetts.
- **Meetings:** Thursday, 3:30 - 6:00
  January 19 - May 10
- **Location:** The Humphrey Center
- **Cost:** $175.00 (three credits)
- **Instructor:** To Be Announced

- Three-credit course with graduate credit offered through the University of Massachusetts.
- **Meetings:** Wednesday, 3:30 - 6:00
  January 18 - May 9
- **Location:** The Humphrey Center
- **Cost:** $175.00 (three credits)
- **Instructor:** Doug Ordway

EDUCATIONAL SOFTWARE: EVALUATION AND DESIGN

This course is intended for those teachers who would like to develop their own educational software. Projects will be assigned to develop and evaluate courseware that deals in drills, tutorials, simulations, games, and problem solving/logic. Educational software evaluation will be stressed throughout the course.

- Three-credit course with graduate credit offered through the University of Massachusetts.
- **Meetings:** Tuesdays, 3:30 - 6:00
  January 17 - May 8
- **Location:** Taft Middle
- **Cost:** $175.00 (three credits)
- **Instructor:** To Be Announced

Prerequisite: An introductory computer course or experience working with a computer in an educational setting.

INTRODUCTION AND DEVELOPMENT OF EDUCATIONAL INFORMATION SYSTEMS

This course is intended for administrators or business teachers who deal with report generating and student information systems. Content will deal with data based and other management software that will assist in the control of facts and figures, as well as report generating. Programs that deal with attendance, scheduling, grading, and statistics will be stressed. The I.B.M. personal computer will be used.

- Three-credit course with graduate credit offered through the University of Massachusetts.
- **Meetings:** Thursday, 3:30 - 6:00
  January 19 - May 10
- **Location:** Taft Middle School
- **Cost:** $175.00 (three credits)
- **Instructor:** Michael Fung

Please mail a check for $175 with this application (make check payable to: Boston Professional Development Project). All applications must include payment. Phone reservations cannot be accepted. There will be no course confirmation. Applicants will be notified if a course is full. Please attend the first class session as scheduled.

MAIL TO: Sue Cowden
The Humphrey Center
75 New Dudley Street
Boston, MA 02119
442-5200 (Ext. 571)

Appendix VIII 3 & 4

TABLE D

BOSTON PUBLIC SCHOOLS
COMPUTER EDUCATION WORKSHOPS AND UNIVERSITY COURSES

SCHOOL YEAR	TYPE OF TRAINING	NUMBER OF WORKSHOPS/ COURSES	NUMBER OF TEACHERS/ ADMINISTRATORS
1982-83	WORKSHOPS/ IN-SERVICE CREDIT	40	800
	UNIVERSITY COURSES	13	256
	TOTAL	53	1,056
1983-84	WORKSHOPS/ IN-SERVICE CREDIT	70 *	1,400
	UNIVERSITY COURSES	41	820
	TOTAL	70	2,220
1984-85	WORKSHOPS/ IN-SERVICE CREDIT	70	1,400
	UNIVERSITY COURSES	48	960
	TOTAL	98	2,360
GRAND TOTAL		221	5,636

* 16 hours of coursework each

STAFF DEVELOPMENT ACTIVITIES - 1983-84

Area ______________________ Name ______________________

WORKSHOP TITLE	FACILITATOR	DATE(S)	# OF PARTICIPANTS	GROUP(S) SERVED
Introduction yo Competency-based Business Ed. Curriculum	Handler, Stewart	4/9/84	9	Business Ed. instructors
Introduction to using Comptetency reporting systems	Handler	March, 1984	All instructors (30)	Const./Bus/D.P./ Power Mechanics
Introduction to writing Learning Guides	Handler	October 1984	All instructors (30)	New instructors in my clusters
Orientation to Writing Fundamental Learning Guides	Handler	October 1984	All instructors (30)	
Staff Development for Middle School Advisors (3 hours)	Betty Feldman	Monthly 1983-84	31	Monolingual and bilingual Guidance Advisors
Guidance- Staff Development covering various topics (3 hrs. each)	Betty Feldman	Monthly 1983-84	70	High School Guidance Counselors
Labor Market Trends and Vocational Education	Dianne Quarles	4/12/84	150	HORC and E/E Staff
Word Processing	Barbara O'Garra	3/5 - 3/14	8	Secretarial Staff
Vocational Educational Alternatives for the H.C.	Dianne Quarles	4/25/84	150	HORC & E/E Staff
Automation in the Modern Office Classroom Applications	Dianne Quarles Shirley Handler	4/11, 4/25 5/2-5/9-5/16	15	Business Instructors City-wide
Aerobic Exercises	Dianne Quarles	11/29 2/16	3	HORC & E/E Staff
Ornamental Ironworking	Dianne Quarles	1/9 - 2/16 2/28 - 4/12	3	Academic Instructors
New Teacher Orientation	Dianne Quarles		12	HORC Instructors
Orientation to COBS	Dianne Quarles		94	HORC Instructors
Competency Reporting System	Lorna Robinson	2/84	2	SNAP Instructors

Appendix VIII 3 & 4

STAFF DEVELOPMENT ACTIVITIES - 1983-84

Area____________________ Name____________________

WORKSHOP TITLE	FACILITATOR	DATE(S)	# OF PARTICIPANTS	GROUP(S) SERVED
Employability Workshop	Lorna Robinson	3/7/84	20	BPS/Boston Compact Personnel
Team Teaching of Safety/Sanitation	Aurelia Kelley/Gazette and Evans	3/22/84	12	Home Economics Teachers
Instructional Materials for Foods/Clothing	Aurelia Kelley/Evans	3/22/84	15	Home Economics Teachers
Teaching Tolls for Consumer Education	Aurelia Kelley/N. Guzelian	3/22/84	24	Home Economics Teachers
Development of Games, Toys, etc for Child Care	A. Kelley/Sara Kimble	3/22/84	10	Home Economics Teachers
Brainstorming for Curriculum Revision	A. Kelley/S. Logozzo, B. Banks, N. Palmer	4/12/84	12	Home Economics Teachers
Basic Skills Workshop Home Economics	K. Duffy/C. Storm	9/20/83	50	Home Economics Teachers
Computer Assisted Instruction in Home Economics	K. Duffy/C. Storm	10/12/83	45	Boston Home Economics Teachers
Basic Skills Workshop - Mass. Home Economics Association	K. Duffy/C. Storm	10/26/84	66	State Home Ec. Teachers
Curriculum Objectives Workshop	K. Duffy/C. Storm	3/28/84	50	Boston Home Ec. Teachers
Prpspectives in Home Economics	K.Duffy/C. Storm	3/26/84	40	Home Ec. Student Teachers
Job Placement/Boston Compact	Ted Dooley	11/14/83	14	Career Instruction Managers
Vocational programs at HHORC	M. L. Burke	2/14/84	15	Special Education Dept. Heads
Vocational Programs at HHORC	John Mooney	2/16/84	24	Middle School Evaluation Team Leaders
Career Development Theory	Joyce Malyn-Smith	January	15	Career Instruction Managers

Appendix VIII 3 & 4

AUTOMATION in the MODERN OFFICE: CLASSROOM APPLICATIONS

April 11 - May 9, 1984

2:30 - 5:00 P.M.

April 11, 1984

Orientation to the seminar series.

WORD PROCESSING-A SYNERGY OF TECHNOLOGY, PEOPLE, AND ORGANIZATION

STONE and WEBSTER ENGINEERING CORPORATION, 245 Summer St., Boston

Facilitator: Mary Ann Doyle

Overview of word processing at Stone and Webster. Equipment demonstration. Tours of Personnel Department and Word Processing Division. Panel discussion with word processing operators and trainers.

April 25, 1984

MICROCOMPUTERS: SOFTWARE AND BUSINESS APPLICATIONS

(Sites to be designated)

Two sites will provide hands-on experiences in microcomputer applications. "Introductory" session will highlight computers in a banking setting; "Intermediate" session will feature use of computers in an accounting firm.

May 2, 1984

TELECOMMUNICATIONS IN THE MODERN OFFICE

NEW ENGLAND TELEPHONE, 185 Franklin St., Boston (Meet in lobby)

Facilitator: Betty Whinn

Introduction to telecommunications systems. Demonstration of state-of-the-art equipment and hone-hout tour. Presentation on internal communication systems and wire transfer by Charles Brewer and Paul Connolly of Federal Reserve Bank of Boston.

May 9, 1984

NEW TRAINING TECHNIQUES: CLASSROOM APPLICATIONS

THE TREMONT ROOM at THE HUMPHREY CENTER, 75 New Dudley Street, Boston

Facilitators: Dianne Quarles and Shirley Handler

Exchange of information about training techniques between trainers in industry/health care institutions and classroom instructors. Critiques of instructors' suggested teaching guides presenting information on new technologies.

May 16, 1984

EMPLOYABILITY SKILLS FOR TODAY'S OFFICE WORKERS

FEDERAL RESERVE BANK, 600 Atlantic Ave., Boston, A V-4

Facilitator: Rhoda Mini

Methods of teaching job-getting and job-keeping skills to business students. Personnel, job placement experts, and recent Boston Public School graduates will participate in a panel discussion.

Summary and reception.

PLEASE NOTE: To complete the fifteen hours required for in-service credit, participants must develop a sample lesson, with supporting materials, to reflect one area covered in the seminar series. Completed lessons will be duplicated and disseminated among the participants.

VIII Program Support Components
5,6,7 Industry/Agency Community Involvement

A. Monitoring Objectives and Key Questions

The monitoring objective is to determine if the composition of the Advisory Council for Career Vocational and Occupational Education (ACCVOE) is representative of all target groups specified by the Unified Plan.

> Does the membership of the council comply with group representation required by the Plan?

B. Methodology

The methodology of determining compliance included a review of the roster of the current membership of the ACCVOE (Blank D-1) and the minutes of the meetings of the council.

C. Findings

First Reporting Period: partial compliance

Second Reporting Period: full compliance

Current Reporting Period: full compliance

The previous report to the Court indicated that Boston had taken corrective action to bring the membership representation of the ACCVOE in full compliance with the stipulations of the Unified Plan. The current membership of the ACCVOE continues to reflect full compliance with the target group representation required by the Plan.

Considerable efforts have been devoted to organizing and facilitating the active participation of this council. The active participation of the full council membership has been less than desirable, however, as evident in the minutes of the ACCVOE meetings.

D. Commendations

Boston is to be commended for the positive steps that have been taken to comply with this provision of the Unified Plan and the efforts that have been devoted to organizing and facilitating the active participation and involvement of the council in the development and delivery of quality vocational/occupational education in Boston.

E. Reccommendations

The active participation and involvement of the total council membership must be strengthened.

F. Documentation

Minutes of ACCVOE meetings (on file).

Blank D-1, membership roster of Advisory Council for Career, Vocational and Occupational Education (on file).

VIII Program Support Components
8 Curriculum Acquisition/Revision

A. Monitoring Objectives and Key Questions

The primary monitoring objective is to review Boston's efforts in the development and implementation of a full-scale Competency-Based Vocational Education curriculum for all programs at the Humphrey Occupational Resource Center and other schools.

> What is the progress of development and implementation of Competency-Based Vocational Education curriculum for all occupational programs?

B. Methodology

Boston's action plan for the development/revision of Competency-Based Vocational Education curricula was reviewed. In addition, monitors met and checked with Boston's Manager of Occupational Instructional Design for the implementation of the action plan.

C. Findings

Status of Compliance

First Reporting Period: partial compliance

Second Reporting Period: partial compliance

Current Reporting Period: partial compliance

Previous reports to the Court indicated that Boston has engaged in efforts toward the development of Competency-Based Vocational Education (CBVE) curricula for all programs at the HHORC and selected programs at other schools.

A full-scale development of CBVE curriculum has taken place at the HHORC since the summer of 1980, the year the Center opened. There has been a significant increase in curriculum development during the 1982-1983 school year. However, the development of the total curricula is far from done. The following table summarizes the progress of curriculum development at the HHORC.

Status (as of April, 1984)	No. of Program
Listed program courses	47
Will be fully developed or purchased by 6/30/84	33
Currently 100% completed	3
Currently over 90% completed	4
Currently 68% to 89% completed	12
To be purchased for adaptation by 6/30/84	14
Will not be available, either fully developed or purchased by 6/30/84	14

D. Commendations

It is commendable that the HHORC vocational instructors and staffs have been developing CBVE curricula for their own instructional use.

E. Recommendations

By June 30, 1984, the total curricula for all programs at the HHORC should be available for instructional use, either developed by the staff or purchased for adaptation. The staff's efforts in developing or revising CBVE curriculum in each program should continue until completion.

The CBVE curriculum completed at the HHORC should be disseminated city-wide to other school programs for adaptation and instructional use. Boston should assure that occupational staff in those programs also develop CBVE curriculum for their own use.

Bilingual and Special Education adaptation of CBVE curriculum should be continued and expanded to all occupational programs.

F. Docummentation

Appendix VIII-8-1	Curriculum Development/Revision Action Plan, 11-9-83
Appendix VIII-8-2	Status of CBVE curriculum Development at HHORC, 4-3-84

11/7/83

ACTION PLAN

GOAL(S): To complete the development/revision of Personalized, Competency-Based Vocational Curricula for all vocational, occupational programs.

ACTIVITIES	PARTICIPANTS	TIMELINES	COMMENTS
Step I: a) Research existing regional, national, international curricula; b) Conduct labor market survey.	Malyn-Smith & E/E staff University	Step I: one year	This action plan identifies the steps/activities, participants and timelines involved in completing the development/revision of Personalized, Competency-Based Vocational Curricula for all vocaitonal, occuaptional programs in Boston Public Schools. The status of each program on this continuum is attached.
Step II: a) Begin staff support activities to acquaint administrative and instructional staff with PCBVE;	Quarles	Step II: one year	
b) Develop task lists	Instructors		
c) Acquire/begin to develop PCBVE curriculum.	MDS, Instructors		
Step III: a) Continue curriculum development activities, revise task list;	Instructors/ MDS, Advisory Committee	Step III: one year	
b) Continue staff support activities	Quarles		
c) Begin field test/evaluation of curriculum.	Instructors/ E/E staff		
Step IV: a) Adapt curriculum to meet needs of individual program/current equipment/current labor market needs; revise task list;	Instructors/ MDS & E/E staff; Advisory Com.	Step IV: one year	
b) continue staff support	Quarles		
c) continue curriculum development.	Instructors		
Step V: a) Implement PCBVE b) Continue staff support c) Revise task list.	Instructors Quarles Advisory Committee	Step V: continuous	
Step VI: Conduct 5 year evaluation/revision of PCBVE curriculum	Malyn-Smith/ E/E staff	Step VI: one year	

Boston Public Schools reserves the right to amend this Action Plan based upon changes in program offerings, labor market projections and/or equipment modifications.

SY 84	Current Step	Projected Date To Reach Step IV	Next Review Year	Comments
Citywide High School Programs: Home Economics	VI	Current year	84	
Practical Arts	II	86	92	
Distributive Ed	I	87	93	
Business	IV	84	90	
Data Processing	IV	84	90	
Machine Technology	III	85	91	
Automotive	III	85	91	
Middle School Programs: Practical Arts	V	Done	89	
Home Economics	IV	84	90	
Career Education	II	86	92	
Humphrey Center Programs: Auto/Truck	IV	current year	90	
Marine	IV	current year	90	
Fuel/Electricity	IV	current year	90	
Chassis Suspension	IV	current year	90	
Advanced Office	IV	current year	90	
Legal Office	IV	current year	90	
MOA/Administration	IV	current year	90	
Word Processing	IV	current year	90	
Data Processing	IV	current year	90	

These program revision dates are subject to change.

Boston Public Schools reserves the right to amend this plan based upon changes in program offerings, labor market projections and/or equipment modifications.

SY 84	Current Step	Projected Date to Reach Step IV	Next Review Year	Comments
Bench/Mill	IV	Current year	90	
Basic Carpentry	IV	"	90	
Basic Plumbing	IV	"	90	
Bldg. Maintenanance	IV	"	90	
Architectual Drawing	IV	"	90	
Health Aide	V	Done	89	
Nursing Assistant	V	"	89	
MOA (Medical Office Assistant)	V	"	89	
Medical Laboratory	V	"	89	
Dental Assistant	IV	Current Year	90	
Anatomy	V	Done	89	
Medical Terminology	V	"	89	
Basic Electronics	IV	Current Year	90	
Communications Electronics	IV	"	90	
Basic Electricity	IV	"	90	
Industrial Electricity	IV	"	90	
HVAC	IV	"	90	
Welding	IV	"	90	
Autobody	IV	"	90	
Machine Technology	IV	"	90	
Sheet Metal	IV	"	90	
Printing	V	Done	89	
Commercial Design	IV	Current Year	90	
Photo Technology	V	Done	89	
Machine Drafting	IV	Current Year	90	

Boston Public Schools reserves the right to amend this plan based upon changes in program offerings, labor market projections and/or equipment modifications.

SY 84	Current Step	Projected Date To Reach Step IV	Next Review Year	Comments
Illustration/Advertising	IV	Current Year	90	
TV Production	IV	"	90	
Banking	IV	"	90	
Child Care	IV	"	90	
Cosmetology	IV	"	90	
Fashion	IV	"	90	
Food Service	IV	"	90	
Hotel/Hospitality	V	Done	89	
Retailing	IV	Current Year	90	

Boston Public Schools reserves the right to amend this plan based upon changes in program offerings, labor market projections and/or equipment modifications.

Boston Public Schools
Education and Employment Group
75 New Dudley Street
Boston MA 02119

April 3, 1984

STATUS BY CLUSTER AND PROGRAM OF *PCBVE DEVELOPMENT AND STATUS OF PURCHASED CURRICULUM UTILIZED AT THE HUMPHREY CENTER

Criteria for identifying programs as "completed" in their PCBVE curriculum development phase currently have or will have by June 1984 Learning Guides developed for 90% of the tasks on their current task list. Boston Public Schools has been commended on the quality of curriculum developed and the progress towards completing the Personalized, Competency-Based Vocational Education curriculum.

PROGRAM COMPLETION	TOTAL TASKS	TEACHER COMPLETED #	%	TARGETED DATE
HEALTH CLUSTER				
Health Aide	30	30	100 %	COMPLETED
Medical Laboratory	31	30	100 %	COMPLETED
Medical Office Assistant	33	31	94 %	COMPLETED

* Personalized Competency- Based Vocational Education

VIII - 8 (8)

Nursing Assistant	48	44	92 %	COMPLETED
Medical Terminology	17	17	100 %	COMPLETED
Anatomy	14	11	79 %	COMPLETED
Dental Assistant (New)	49	11	23 %	June 1985

METALS FABRICATION/ELECTRONICS

Communications Electronics	142	49	35%	June 1986
Computer Electronics (New)	125	1	.008%	June 1988
Basic Electronics	42	40	95%	COMPLETED
Welding	64	36	56%	June 1985
Machine Technology	80	19	24%	June 1986
Autobody Repair	34	34	88%	COMPLETED
Sheet Metal	28	23	82%	COMPLETED

PURCHASED: Electronics courses util[illegible] Lab Volt equipment. Curriculum and related training mat[illegible]als were purchased with the equipment and are used within the [illegible]ster. Machine Technology curriculum will be purchased by Ju[illegible] 1984.

CONSTRUCTION

Basic Electricity	50	44	80%	COMPLETED
Industrial Electricity	40	14	35%	June 1985
HVAC (New)	86	16	19%	June 1985
General Wiring	1[illegible]	0		Purchase 1984
Sounds/Signals/Comm	32	0		Purchase 1984
Building Maintenance	84	40	48%	June 1985
Basic Carpentry	82	50	61%	June 1985
Basic Plumbing	73	63	86%	COMPLETED
Bench/Mill	83	28	38%	June 1985
Building Maintenance SPED(New)	72	18	25%	June 1985

COMMERCIAL MALL

Banking (Revised 1984)	67	31	46%	COMPLETED
Child Care	105	29	28%	COMPLETED
Cosmetology	49	25	51%	June 1985
Fashion Design	51	14	27%	June 1985
Food Service	129	50	39%	June 1986
Hotel/Hospitality	158	83	53%	June 1985
Retailing	65	60	92%	COMPLETED

PURCHASED: Fashion Design, Food Service and Hotel/Hospitality have or will have by June 1984 purchased curriculum to support instruction until PCBVE curriculum development is completed. Child Care program will utilize Massachusetts State Department of Education curriculum which the Humphrey Center has been contracted to write. These Learning Guides are not reflected in the above figures.

GRAPHICS/MEDIA

Commercial Design	60	50	83%	COMPLETED
Illustration Advertising (New)	88	29	33%	June 1986
Machine Drafting	56	21	38%	June 1985
Photo Technology	52	46	89%	COMPLETED
Printing	148	52	35%	June 1986
TV Production	62	9	15%	June 1986

PURCHASED: Curriculum and related materials will be purchased for Television Production and Machine Drafting. Supportive materials will be purchased for Printing and Illustration/Advertising (NEW) as a resource to instructors continuing development of PCBVE curriculum.

BUSINESS/DATA PROCESSING

Advanced Office	5	39	74%	COMPLETED
Word Processing	6	41	68%	COMPLETED
Legal Office Assistant	5	40	71%	COMPLETED
Medical Secretarial	69	53	77%	COMPLETED
Data Processing	135	76	53%	June 1986

POWER MECHANICS

Auto/Truck	121	28	23%	June 1987
Chassis, Suspension	47	17	36%	June 1986
Fuel, Electrical	43	8	19%	June 1986
Marine/Small Engine	101	5	.05%	Purchased
Engine Repair (New)	23	0		

PURCHASED: Machine/Small Engine has purchased competency-based curriculum from another vocational school in Massachusetts. All other programs either have or will have by June 1984 purchased curriculum to support instruction.

If you have any other questions, do not hesitate to contact my office.

Yours truly,

VIII PROGRAM SUPPORT COMPONENTS
9 Comprehensive Job Development and Placement

A. Monitoring Objectives and Key Questions

The major objective is to determine whether a comprehensive and responsive city-wide job development and placement component based upon current manpower demands, system capabilities and student capability/interest is in place.

What action has Boston taken to implement this system?

B. Methodology

The job preparation and placement sections of Boston Compact individual school plans were requested. A summary of individual school status was made through interviews with school staff during site-visits. Other reviewed materials include Annual HHORC Placement Statistics, Boston Compact status reports, Boston Action Plan, and correspondence related to status.

C. Findings

Status of Compliance

First Reporting Period: partial compliance

Second Reporting Period: partial compliance

Current Reporting Period: partial compliance

The Unified Plan required Boston to develop the capacity to:

1. Design employability plans
2. Establish Counseling teams
3. Plan job placement
4. Accomplish job placement and
5. Keep a statistical follow-up (minimum of 3 years)

The last report to the Court summarized the degree to which Boston had implemented the previously stated requirements - most of which were accomplished primarily through city-wide Boston Compact job preparation and placement activities. The previous report also indicated the program areas showing the highest and lowest number of program completers as well as the need for an adequate student follow-up component.

In this reporting period all of the high schools have begun the implementation of Boston Compact goals and objectives pertaining to job preparation and placement. Employability plans or the development of student profiles were required in the plans for all seniors. The Career Passport program, a job readiness program involving resume and interview preparation, was piloted with job ready students in 5 high schools.

Counseling teams were established in most schools as part of the development process for designing Compact plans, and it is anticipated that Boston will expand its job collaborative model to all high schools. The purchase and installation of the Guidance Information System (G.I.S.)computer program also is anticipated to become a component of all district high school programs.

Most job development and placement activities have been accomplished by the Private Industry Council (P.I.C.) counselors in district high schools and job placement staff at the HHORC. A recent study on job placement status by the P.I.C. reported that 415 (1983) graduates representing every high school except Latin Academy were placed in jobs by the P.I.C.. The follow-up study on these graduates placed (58%, 240 students, responded to the survey) showed that 81% (195) were still working and 11% (26) were enrolled in full-time training or education; 8% (19) were no longer working or in school. The employment industry areas where the majority of students were placed occurred in finance (banks and insurance companies) with the highest concentration in office services. P.I.C. job placements were geared more to the business student whereas students who found their own employment after graduation tended to be employed largely in the services and retail trade areas (according to the Boston Compact Follow-up Study on the Class of 1982).

Of the 323 seniors who completed skill training programs at the HHORC in June '83, 36% (114) were placed in their area of training; 19% (61) are continuing education students; 16% (52) were placed in areas not related to their training, 3% (12) entered the military, and 26% (84) were unknown. The highest percentage of students placed in jobs related to their training was in the Commercial Mall Cluster (Banking, Child Care, Cosmetology, Fashion/Interior Design, Food Service, Hotel Hospitality, Retailing/Marketing/Management).

Schools having P.I.C. counselors and/or very active business partners were able to provide better job development and placement services. Some school partnership relationships have been more active than others -an area which often times depend upon the "people involved in developing the relationship". For example, this year English High greatly expanded the services provided to their school by their business partner - John Hancock. Boston has implemented several activities to help stay abreast of current and changing labor market trends in order to plan effectively for job development and placement particularly in the business and high tech. areas. Presently, plans exist to design a "central clearinghouse" for all placement activities.

D. Commendations

Many of the P.I.C. Counselors and Development Officers in the high schools have taken an active leadership role in coordinating and implementing job development and placement activities.

The direction provided by the Boston Compact staff, along with school planning and implemental activities, clearly demonstrate organized and effective job preparation and placement efforts.

E. Recommendations

An on-going follow-up study can be especially beneficial in providing a framework to address student job preparation needs, employment interest, counseling focus, and in assessing race and sex variables related to employment. Such a study may be useful in determining the cluster areas needing more job development at the HHORC as well as in the district schools. This is an area where a centralized city-wide coordinator of job development is needed.

F. Documentation

School Compact Job Preparation and Placement Plans (on file)

Humphrey Center Annual Placement Statistics for 1982-1983 (on file)

Boston Compact Status Report, 3/21/84 (on file)

Boston Compact Follow-up Study, Class of 1982, October 1983 (on file)

Boston Job Placement Action Plan and Status Reports (on file)

TRANSPORTATION

MASSACHUSETTS DEPARTMENT OF EDUCATION
BUREAU OF EQUAL EDUCATIONAL OPPORTUNITY

Review of 1983 Desegregation Transportation

MANDATE

Transportation shall be provided according to the standards contained at pages 80-83 of the Student Desegregation Plan, dated May 10, 1975. These standards include transportation for students assigned to elementary schools more than one mile from home, to middle schools more than 1 1/2 miles from home, and to high schools more than 2 miles from school. "The reason for mandatory transporttion may be distance, safety, or controlled transfer, or a combination of these. . . The court has required no transportation, however, that would pose a risk to the health of students or impinge on the educational process for those students due to excessive time or distance travelled."

OBJECTIVES

1. To approve proposed transportation arrangements developed pursuant to the approved student assignment plan each year, assuring that such arrangements will adequately support both desegregative and program assignments.

2. To determine whether transportation arrangements are in place for the opening of the school year in September.

3. To monitor complaints received by the Boston Public Schools in relation to transportation, and to assess whether appropriate responses have been made.

KEY QUESTIONS:

Have adequate transportation arrangements been provided for desegregating schools and programs? What kinds of transportation complaints are being reported, and how is Boston responding to these problems?

METHOD

The monitor (1) visited the Transportation Unit, examining its operations and interviewing the Director, and some of his staff; and (2) reviewed data that included sample routine schedules, transportation locators by school and geocode, routing sheets and, as well, all complaint forms submitted as of March 31.

FINDINGS

Monitoring during the last period revealed these types of problems that potentially undermine the effectiveness of the student assignment plan:

1. Inadequate performance by the contractor operating School Departments buses, including failure to adhere to schedules ("no shows," late and early pickups) and failure to observe laws and School Department rules (traffic violations, picking up unauthorized passengers, etc.).

2. Threats to the safety of student passengers from other passengers and from persons outside the school buses.

3. Inadequate performance on the part of the MBTA, which transports a good portion of Boston students, especially in failures to adhere to schedules and to maintain order in stations and vehicles.

Consequently several recommendations were made to the School Department in the last report. The School Department was asked to address contractor inadequacies through:

- Review procedures for handling complaints about bus countractor performance, and
- Review procedures for controlling excessive changes of route assignments.

In addition, the School Department was asked to address safety and discipline problems on school bus runs through:

- Consider the use of monitors on runs with persistent problems.

Finally, the School Department was asked to address the issue of equitable distribution of transportation assignments through:

- Review its procedures for allocating MBTA and school bus assignments.

1. Contractor Inadequacies

Complaint Management

The School Department has two parallel systems for tracking complaints about contractor performance.

The first is established in the School Department's contract with the bus company (ARA), and allows the School Department to impose a penalty of $50 for every missed trip and for every late arrival to school greater than 10 minutes (with certain exceptions). Missed trips and late arrivals are recorded by school principals and reported weekly to the Transportation Unit.

The second system (which was described in the January report) records complaints registered with the Transportation Unit by parents and other parties. These complaints are forwarded to the contractor for comment and possible action.

Unfortunately, the form used to register complaints does not require the contractor to supply the name of the bus driver involved in the alleged infraction. It would be impossible—even were a procedure for tracking complaints in place—to identify drivers with troubling records.

More important is the fact that the School Department still does not have a formal procedure for tracking complaints and identifying inadequate responses from the contractor. The Transportation Unit used to have a staff person assigned full time to Complaint Management. Staff reductions in the Unit, however, eliminated that position and others, and increased the work load of the remaining staff.

Change of Route Assignments

Frequent changes of route assignments have been responsible for much of the contractors inadequate performance, since drivers unfamiliar with their routes are more likely to be late, miss stops, etc. The School Committee of Boston chose to permit the drivers to police themselves, on the condition that the situation be reviewed after the first year of the contract.

A preliminary report has already been filed by the contractor with the School Department, and a complete one was expected shortly (as of April 27). The School Department will make a complete report to the School Committee.

Contractor Cooperation

Even should the report show that changes of route assignments have been controlled, or will not mean that contractor-related problems on school buses will have been solved. For example, the Transportation Unit has indications that drivers' absenteeism and tardiness are increasing.

There is little that the School Department can do. As in the case of changes in route assignments, absenteeism and tardiness are exclusively regulated by the contract between ARA and the drivers' union. The desciplinary system for refractory drivers (which consists of a series of verbal warnings, culminating in suspension and then dismissal) is defined in the contract, and the School Department has no control over it.

Under the present system, an improvement in driver performance depends almost entirely on the contractor. Unfortunately, ARA has demonstrated little commitment to higher standards.

For example, ARA has thus far refused to comply with a School Department request (which cannot be enforced, since it was not included in the School Committee's Contract with ARA) to designate a complaints manager. ARA has assigned responsibility for investigating complaints and disciplining drivers to its dispatchers, whose qualifications are questionable.

2. School Bus Safety

The School Department has acknowledged that there are persistent, significant problems with safety and discipline on its school buses, and has made a commitment to "some type of bus safety program in the Boston Public Schools." (See attached memo from the Deputy Superintendent, School Operations.) The elements of this program have not yet been established; it appears that the program will include some use of bus monitors.

Experience since the start of desegregation in Boston suggests that monitors can contribute to safety but only to a limited extent, and that they should be supplemented by other security measures. Monitors can be effective, for example, in keeping elementary students in order and in assuring safety from traffics as students enter or exit buses under urban conditions. Monitors are - generally - not trained security officers, however, and cannot be expected to prevent serious behavior problems with older students. The natural authority of a monitor through his or her role in the school is therefore an important element in any security plan, as is the training, performance expectations, and supervision provided to monitors.

The use of monitors must be supplemented by professional security measures in all situations of danger to students. This may require monitoring of selected routes by mobile security units.

The Bureau of Equal Educational Opportunity has approved the inclusion of monitors as a reimbursable transportation expense when warranted by circumstances. A plan for monitors should, to qualify for such reimbursement, show how their responsibilities are defined, how route assignments will be made, and how supervision will be provided.

3. MBTA vs. School Buses

There are significant problems associated with revising the allocation of MBTA and school buses among Boston students. The pressure to favor certain political constituencies would be fierce, and equity considerations could easily be overlooked. The School Departrment's reluctance to undertake such a revision is understandable.

Nevertheless, there appear to be serious liabilities related to MBTA assignments. For example, a number of Boston schools assign strict penalties for tardiness. Presumably, school bus students are protected because school officials take note of late arrivals and inform teachers (although it is not certain that all schools do, or that procedures are uniform throughout the system). Late arrivals on the T are common and, as riders of the T know, virtually impossible to certify to school officials and employers.

4. Complaints

The Department of Education again analyzed all complaints filed with the Transportation Unit and forwarded to the Department. Three elements of the complaints were analyzed: type of complaint, contractor's response and adequacy of response.

Type of Complaint

The Department examined 453 complaints during this monitoring period. Using the categories that were developed for the last monitoring report, the Department categorized each for type of problem.

Type	% Fall 1983	% Spring 1984	# Spring 1984
No shows	66	64	289
Early arrival/pickup	1	9	42
Late arrival/pickup	14	14	62
Unauthorized drop-off pickup or stop	2	4	18
Safety	18	6	30
Other	0	3	12

The percentage of complaints addressing safety matters has decreased since last fall (from 18 to 6% of the total). However, the percentage of complaints concerning buses arriving early at stops or schools has increased significantly, and there has been a lesser increase in the complaints alleging that drivers made aunauthorized stops or transported anauthorized passengers.

Contractor's Response

The Department also examined the contractor's response to the 453 complaints. Unfortunately, the contractor does not employ systematic categories when responding to complaints ("it was raining," "kindergartner told driver he wanted to get off at that stop," "on the above-stated date, bus 968 broke down and the school wasn't covered because there wasn't no standby driver and all radio buses were tied up," "it was an early out and RB82 covered the Ohrenberger late," "driver was on medication and is very sorry"). Consequently, the Department's categories for the contractor's response have altered and expanded to accommodate the variety of written responses.

Please note that, during the last monitoring report the Department was unable to tell which complaints had been responded to by the contractor; as a result there was a large percentage called "no report." During this monitoring phase, the Department examined only complaints that had been addressed by the contractor.

Type	% Fall 1983	% Spring 1984	# Spring 1984
verbal warning	5	15	70
allegation denied by driver	10	14	62
problem resolved/ backup sent	42	26	118
no response	41	4	18
late (driver, etc.)		9	40
response unclear, unintelligible		6	28
paperwork		3	14
traffic/weather		2.4	11
run change		2	9
standby driver		1.5	7
driver says no students		1.9	8
dispatcher error		1	4
other ("no vehicle #, no respoonse," no standby drivers, written warning, misunderstanding, "will use flashers," etc.)		14	64

Adequacy of Response

The complaint form currently used by the School Department does not require the contractor to indicate whether the complaint was well founded or whether it was resolved. In many cases, it is impossible to see a connection between the complaint and the contractor's response. The Department developed several categories that address adequacy of response.

First, acceptable. The contractor resolved the problem, for example, by sending a backup bus to replace a bus with mechanical problems.

Second, uncertain. The contractor took some step (for example, issuing a verbal warning to the driver), but it is impossible to tell whether the transportation problem was resolved (was a backup bus sent, for example, to replace a driver who was late to work).

Third, unacceptable: response does not address complaint. Most complaints falling into this category contained complaints such as "no show" and a response such as "407 broke down and SB1 was a back up. Others were more bizarre. "Driver urinated in front of house address given . He relieved himself at the curbside where any child passing would have seen him. Residents in area were upset." The contractor's response: "driver on medication (unpreventable). P.S. given a rubber band."

Fourth, unacceptable: contradiction between complaint and response. For example, a complaint stated "driver arriving at stop too early--have been arriving at school at 8:55 instead of being at the stop at 8:55 (child not being picked up)." The contractor responded, "no student was at that stop said a standby driver."

Adequacy of response	% of All Responses	# of Responses
Acceptable	13.5	61
Uncertain	18.1	82
Unacceptable, response does address complaint	31.8	144
Unacceptable, contradiction	37.0	168

Allegations of Child/Sexual Abuse

Two complaints received by the School Department, but not yet responded to by the contractor, are sufficiently serious to warrant special mention; they both concern potential sexual abuse of children on schoolbuses.

The first complaint states, "son came home today and told his mother that the driver is kissing and touching the girls on the bus. Happened before. A second parent called with the same complaint." The second states "driver of this bus is using abusive language to the girls. Complaint is he calls them prostitutes and 4-letter words." The first allegation was written up as an "incident report" as well as a complaint. In neither case does the Department have a contractor response.

Since these two incidents may fall under the provision of the mandated reporter section of the Child Abuse Law (Section 51a of Chapter 119 of the Massachusetts General Laws), it is important that the School Department review its procedures for responding to and referring complaints alleging sexual and other forms of child abuse.

RECOMMENDATIONS

1. The School Department should develop and implement a complaint management procedure to:
   - identify "trouble spots," and
   - identify and follow up inadequate responses from the contractor.
2. The Transportation Unit should revise its complaint log forms to require the contractor to:
   - identify by name the driver involved in the alleged infraction
   - indicate whether substantiated infractions involved a recent change in route assignment and/or tardiness/absenteeism.
3. The School Department should continue to press the bus contractor to make complaint investigation and management a full-time staff responsibility with significant authority.
4. The School Department should undertake, in conjunction with Boston parents, a study to determine what, if any, liabilities are associated with MBTA as opposed to school bus transportation and recommend solutions.
5. The School Department should implement a plan for students safety through selective use of well-trained monitors, with clearly-stated responsibilities and supervision, and through the use of mobile security teams as needed.

WORK RULES

The following is an explanation of the various work rules in effect at ARA Transportation For any orgainization to run smoothly and effectively, there must be in existence clearly defined and fair guidelines to proper work habits. We feel the following work rules fulfill that goal.

All documentation resulting from a violation of ARA's workrules will become and remain a permanent entry in the employee's personnel file. For purposes of progressive discipline only, warnings and/or other disciplinary material will be in effect for nine (9) calendar months from the date of issuance.

If you have any questions regarding the work rules that follow, please ask your supervisor.

1. No call/no show: Disciplinary action, First Offense - written warning; Second Offense:- one working day suspension; Third Offense - two working days suspension; Fourth Offense - Termination. The Company will observe the following procedure when determining violations of this work rule:

   A. The dispatcher in each yard will keep a log book of the calls from drivers who are unable to report to work. The dispatcher will note the time of each call, the name of the driver calling in and will initial the entry.

   B. When such a call is received, the dispatcher will give the phone to a Union Steward, or any other available Union Member, to witness that the call was made. The witness will also initial the log entry.

   C. A copy of the daily log will be given to a Steward designated by the Union every day.

2. Tardiness: First Offense - verbal warning and dockage of pay; Second Offense - written warning and dockage of pay; Third Offense - 2 working days suspension; Fourth Offense - termination.

3. Failure to check in with Dispatcher: First Offense - verbal warning and dockage of pay; Second Offense - written warning and dockage of pay; Third Offense - 2 working days suspension; Fourth Offense - termination.

4. Excessive Absenteeism: Each employee is allowed up to and including 12.5 days off per school year. All time off is totaled with the exception of authorized leaves of absence and/or suspensions. If a doctor's note is required by the company, the company will bear the cost of the doctor's visit. Disciplinary action - upon reaching ten (10) days off, the driver will be issued a verbal warning notifying said individual of his/her status. Upon exceeding the annual limit, the driver will be terminated unless he/she presents the company with a valid doctor's receipt verifying the absence.

5. Safety Equipment: Company will be responsible for posting listing of all safety equipment required under prevailing law for the operation of school vehicles in all yards.

A safety board containing a fire extinguisher and a first aid kit will be assigned to each driver at the beginning of each school year or at the time of employment. The driver will be responsible for the safe keeping of the first aid kit and the fire extinguisher. Said equipment must be returned to the company at the completion of each school year or upon the termination of employment, or the employee will be responsible for its replacement cost. The company will be responsible for the chock blocks and flares.

The company will maintain an extra supply of safety boards at each yard in order to allow a driver who has lost his/her equipment to perform that day's work without loss of pay. Upon returning to the yard, the affected driver must meet with a dispatcher and a steward in order to determine if negligence on the driver's behalf was the cause for the loss of the safety equipment.

If negligence is not found against the driver at this meeting, a new kit will be issued at no cost to the employee. If the company determines that the safety equipment was lost through employee nigligence, the employee will be required to purchase a replacement kit from the company.

No indication of disciplinary action will appear in the employee's personnel file.

6. Unauthorized Use of Company Property.

Definition:

No employee may carry any passenger on a company vehicle who is not assigned to a run performed by that vehicle or an employee of the School Department unless specifically authorized by the company.

Company vehicles are only to be used for assigned runs or extra-curricular work and any and all personal use is strictly forbidden unless specifically authorized by the Company.

Drivers are required to follow the most direct route possible in returning to the yard and are not permitted to make any stopovers to conduct personal business with the obvious exception of using a restroom. Drivers are required to return directly to the yard at the completion of each run.

Drivers are allowed to stop and patronize fast-food chains or take coffee breaks in between runs providing the following conditions are met:

- Vehicle must be kept within eyesight and be properly secured in order to prevent vandalism or theft.
- Vehicle must be legally parked.
- Driver is responsible for arriving at the next pick-up point according to schedule.

No company vehicle is to be used to render assistance to another disabled vehicle.

No vehicle is allowed outside of the City of Boston unless it is required by its run or without approval of the Company.

Based on the severity of the infraction, the company reserves the right to initiate disciplinary action ranging from a verbal warning to termination.

7. Theft: Stealing from an employee or the company. Disciplinary action, First Offense - termination.

8. Accidents.

Definition:

A preventable accident is any occurance involving a company owned and/or operated vehicle which results in property damage and/or personal injury, regardless of who was injured, what property was damaged, to what extent, or where it occured, in which the driver in question failed to do everything he/she reasonably could have done to prevent the occurence.

Accidents involve so many different factors that it is impossible to set hard and fast rules or guidelines to deal with them. Each accident will be thoroughly investigated by the Company to determine the degree of negligence on our employee's behalf prior to any disciplinary action and/or retraining.

The company reserves the right to immediately suspend any employee involved in a preventable accident if, in its opinion, continued driving on the employee's behalf could jeopardize the public safety. If an employee is suspended pending an investigation, the company must render its final decision determining preventability and subsequent discipline within one week of the suspension. If the company fails to render its decision within one week, the employee is to be returned to the payroll, however the employee may be retained as a standby-operator. If at the close of the company's investigation, the accident is deemed non-preventable, the employee is to be returned to his/her prior position in the bargaining unit without loss of seniority, pay, or benefits.

All accidents involving no damage to property will be viewed as incidents. The employee is obligated to complete an incident report immediately after the occurence of the incident. The information will be maintained in an open file pending follow-up. Accidents involving personal injury, regardless of the extent, are not included in this classification. Unless the incident is pursued by the other party or by any law enforcement agency, it will not be classified as an accident and will not require any disciplinary action.

All accidents involving ARA owned or operated equipment must be reported IMMEDIATELY IN WRITING to management. Failure to do so may result in termination.

The degree of disciplinary action and retraining resulting from preventable accidents will be determined by the amount of negligence on the employee's behalf and the extent of damage. Generally, it being the company's intent to minimize the frequency and severity of accidents, mandatory unpaid retraining will be utilized instead of suspensions. However, the company reserves the right to suspend or terminate employees involved in preventable accidents.

9. Insubordination. Definition - refusal to obey a resonable order by supervisory, dispatch or the management staff. Disciplinary action; First Offense - written warning; Second Offense - termination.

10. All employees are required to park their vehicles in the parking space assigned to the vehicle after each run. Each vehicle has an assigned parking area. If you find another vehicle in your parking space, please do not take another spot, see your dispatcher for assistance. If you are in doubt as to where your vehicle should be parked, please see a dispatcher or consult a parking plan. In order to prevent traffic tie-ups and minimize the risk of accidents, no vehicles are allowed to park for any length of time near the exits or in front of dispatch. Please be considerate of your fellow employees and follow this policy.

11. Carrying Appropriate Licenses. Bus drivers must carry valid Class 1 or Class 11 license and valid registry license, while on duty. Van drivers must carry valid Class 11 license, while on duty. Disciplinary action; First Offense - removal from vehicle, verbal warning and loss of wages from time of departure from vehicle. Second Offense - removal from vehicle, written warning and loss of wages. Third Offense - removal from vehicle, two working days suspension, and loss of wages from time of departure from vehicle. Fourth Offense - termination.

12. Pre-Trip Inspection. All drivers are required to perform a valid pre-trip inspection prior to departure from the terminal. First Offense - meeting with the driver and shop steward. Second Offense - verbal warning. Third Offense - written warning. Fourth Offense - three day suspension; Fifth Offense - termination.

13. Current update on drivers telephone number. Disciplinary action, none. All drivers are expected to keep the company updated on all valid addresses and telephone numbers to insure an open line of communication.

14. Stealing Time. Definition - Willful falsification of information submitted on a payroll document (D.B.R.: Charter Invoice, etc.) with the intention of increasing time paid. Submitting for time (or extra time) for work not done. Disciplinary Action: First Offense - verbal warning with dockage of pay. Second Offense - written warning with two days suspension. Third Offense - termination.